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# *All About The Junior*

Elizabeth Williams Sudlow



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# ALL ABOUT THE JUNIOR

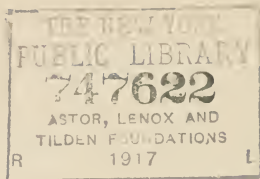
BY  
ELIZABETH WILLIAMS SUDLOW

YU  
AUTHOR OF  
"ALL ABOUT THE PRIMARY"  
"THE CRADLE ROLL DEPARTMENT," ETC.



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## PREFACE

WHEN I first became interested in Junior work, I many times felt the need of a handbook covering exercises and suggestions for special occasions, but could find nothing in compact form. The Primary teacher had any number of good helps at hand, but the Junior worker was not so well provided for. So, from various sources, I have gathered together those things which have been most helpful to me. Much of the material has been secured at conventions, from Sunday-schools in many parts of the country, from Junior Christian Endeavor, Epworth League, and Temperance societies, and from the floating literature of many religious and secular magazines. I should be only too glad to give due credit for every idea thus obtained, but in many instances the authors are unknown.

While the teacher who is using the Graded Lessons with her class will not have so much use for the supplemental work as will the one teaching the International Uniform Lessons, still some of the suggestions will be of assistance.

Those who are working with Juniors in any department of the church outside of the Sunday-school will also find here material that may be used in one way or another.

From this miscellaneous collection, gathered from my own experience in a graded Junior Department in a large city church, and with a Junior class in a one-room school in a rural community, I trust every Junior worker may find something that will prove helpful.

ELIZABETH WILLIAMS SUDLOW.





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# ALL ABOUT THE JUNIOR

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## CHAPTER I

### OUR JUNIORS: THEIR POSSIBILITIES

THE Junior is the fourth department of the Elementary Division of the Sunday-school, and cares for the boys and girls that are nine, ten, eleven and twelve years of age. However delightful and instructive the work in the Primary Department may have been, there comes a time when the children outgrow it. They are too big for the pretty songs and exercises which hitherto have formed a large part of their instruction. Like plants, they are growing and need room. They have had a good start in the Beginners' and Primary classes, and now a careful training is necessary to further the work already begun and to make these young plants bear fruit. We do not call them *children* now; they are *boys and girls*.

Let us name some of the *characteristics* of the Junior age. This has been termed the "steam-engine period," the time when the boy has "a thousand muscles to wiggle and not one to keep

still." It is the age when the boy and the girl take great interest in reading. They have learned to read with comparative ease and enjoy reading stories for themselves. It is the age of hero-worship, when the actions of older people are imitated; when the girl wants to act as much like the teacher as she can, and when the boy loves to be the companion of some older fellow, and through the law of association naturally grows in honor, in truth, in generosity, should these traits be manifested by his hero. It is the time when clubs and gangs first begin to show themselves; when the girl and her "best friend" are almost inseparable, and when the boy and his "chum" want to be together morning, noon, and night. It is the time when habits are not only formed but often clinched for life. It is the age when the "5 W's"—Why, What, Where, When, Who—are most in evidence; the inquisitive age. It is also the age of keen memory. Finally, it is the normal time for conscious decision for Christ.

All these characteristics we must bear in mind when working with the Juniors. As teachers, we must help them to form right habits and to store their minds with such things as will be of benefit and blessing all through life. How very wrong it is to appoint as teacher for such a group a nervous person, or one whose sole aim in taking the class is to demonstrate to other unsuccessful

teachers that he or she can "make them behave"! There will be little trouble about their behavior if the teacher understands the characteristics of this age and is prepared to meet the need. Some of the qualifications of a good teacher for Juniors are: consecration of time, of talents, of strength; patience, that will never permit loss of self-control; and a sympathy broad enough to take an active interest in all that appeals to the boys and girls.

We have said that it is the *habit-clinching period*; so the habit of daily Bible-reading and daily prayer should be encouraged by the teacher, as should also that of regular church attendance. Systematic giving is emphasized now, and more definite instruction given in temperance and missions. Bad habits, as well as good, are formed at this time, but if the good ones are started first, there is less danger of the others taking deep root. For instance, the boy whose mind is thoroughly saturated with temperance facts through having heard the subject mentioned, though very briefly, once each Sunday during the four years of his stay in the Junior Department, is not likely to become either a smoker or a drunkard.

*Regular church attendance* can be encouraged by various methods. Refer often to the duty and pleasure, as well as the privilege, of going to God's house. If the school meets at the close of the

morning service, have the text of the sermon read in concert, asking for the verse and chapter, the division of the Bible in which it is found, and the group of books to which it belongs. Occasionally have one or more take notes and give to the class some thought in connection with the sermon. Special seats at the church service are often reserved for the Juniors and their teachers.

A hymn sung at the church service may be repeated during the Sunday-school session. Interest the pastor in the work of the department and have him co-operate, whenever possible, by using church hymns which form a part of the Junior memory work, and by referring directly or indirectly to some feature of the lesson for the day. A Junior choir is often used in the morning service to lead the singing.

In some schools marks are given for church attendance. In a graded department keen competition may be aroused between the divisions by seeing which one can maintain the highest percentage for a given period. Notebooks in which the texts are written as homework are also used. Methods are many for securing church attendance, but if we can get our Juniors interested enough to attend, and then train them to take an intelligent interest in sermon and service for the four years they are with us, the habit will be so strongly formed that it will not be an easy one

to break. Mrs. M. G. Kennedy says, "The teacher's example is a potent factor in forming the church attendance habit with the Juniors." Said a speaker at a Sunday-school convention, "The teacher who does not attend church regularly ought either to be converted or eliminated." I have often heard pastors deplore the fact that many teachers give the excuse that if they come to Sunday-school, that is enough. An ounce of example is worth a ton of precept in this case.

Some recognition of *daily Bible-reading* should be taken. Encourage the reading not only of single verses but of the whole story of some character, or the description of an event which has made a person or a place prominent. Assign a certain portion to be read during the week. Most Juniors have reached the age when they can read easily and they should be taught to search the Scriptures and discover its truths for themselves. The result of such training will be an intelligent generation of young Christians who are not slow or ashamed to attend religious services through fear of showing their ignorance of biblical knowledge, and who believe God's Word because they know it.

If our boys and girls are trained to *give systematically* of their small means, when they become wage-earners the habit of regularly laying aside a portion for the Lord will have become

a fixed one, and our church treasuries will not be in the depleted condition they often are under the present system of spasmodic giving.

The same is true of missions. Not only will more money be given cheerfully to carry on the work, but if the subject is presented on each of the two hundred and eight Sundays the Juniors spend with us, if only for five minutes each week, it will be strange if from every group there does not go forth someone who will say, when the proper time comes, "Here am I; send me."

This is often referred to as the "*golden memory*" period of life. Mr. Herbert Moninger says, "The Junior teacher has the pupils when the memory is 'most impressionable and most tenacious.' It is a sin for parents and teachers to permit children to pass this period without literally saturating them with outlines of Old and New Testament history, and many of the choicest passages of the Bible." We ought to make it a point to use Bibles at every session. Frequent drills in reference-finding should be conducted, as these will enable our pupils to handle their Bibles in an intelligent manner. In order to do this, every Junior should own his own Bible, should be taught to study it, to mark it, and to love it.

Whether you are the superintendent of a large graded department, meeting in a room where you



have the whole session to yourselves, or the teacher of a small group meeting in a one-room school, the characteristics and needs of your scholars are the same. *Keep always in mind the possibilities of the children with whom you are working.* Someone has said that "the fundamental principle underlying successful work with Juniors is adaptation." Therefore adopt as many helpful suggestions as you can find on Junior work, and adapt them to suit your own local conditions. There are many Junior departments which meet with the main school for the opening service, and then retire behind screens or curtains for their own classwork. And there by themselves the pupils not only study the lesson of the day, but devote a few minutes to missions, temperance, birthday recognition, supplemental work, geography drills, and a special offering service. How is it done? They go to their own quarters early in the session—possibly after the opening hymn and prayer—and spend the time before the classes take up the study of the lesson in their special work. Or, when they cannot have even their own curtained corner, because of large numbers or for some other reason, co-operation with the superintendent will result in an opportunity for some concert work or for the singing of memory hymns. The teachers also devote a few minutes of the lesson period to supplemental work.

To quote Mr. Moninger again: "Of all the seven periods of life, the Junior furnishes the richest harvest of spiritual results. Children who have been taught well in the homes and in the Bible-schools will naturally want to make a confession of their faith in Christ and surrender their lives to him sometime between the ages of nine and thirteen. The wise superintendent of the Junior Department will see that the proper truths are taught during this period, that the child may understand how to become a Christian and how to live a Christian life." Therefore, as this is *pre-eminently a time of religious decisions*, before leaving the department the child should have decided for Christ and united with the Church. All the teaching up to this point should have led him to desire to express his love toward his Heavenly Father; then of course the natural thing for him to do is to unite with God's people. Shall we neglect the opportunities offered us in the Junior Department? Had we not better so teach our pupils that we may expect them—all of them—to become church members before they leave this department? If *we* do not expect it, will *they* be likely to do so? And has the work been well done if they do not?

*Helpful Books.*—The Junior worker has great need to know the pupil as well as the best methods of teaching. The study of such books as "The

Junior Worker and His Work," by Miss E. A. Robinson; "After the Primary, What?" by Dr. A. H. McKinney; "Our Boys and Girls," by Mrs. M. G. Kennedy; "The Unfolding Life," by Mrs. M. A. Lamoreaux (particularly the chapter on "The Junior Age"); and "Handwork in the Sunday School," by Rev. Milton S. Littlefield, will open up the subject in a most interesting manner.

## CHAPTER II

### THE CLASS PROGRAM

Too much emphasis cannot be placed upon the importance of a *well-planned program*, one in which there will be something doing every second of the time. Keep the Juniors actively at work mentally, and there will be less danger of their becoming restless physically. Of course they will grow tired, but a change in the program—a bright song, a concert drill, or something of that sort—will serve as a rest exercise and keep them in the reverent, receptive frame of mind to which the opening service has led.

We have so short a time each week in which to train these boys and girls—only one hour—that as co-workers with God it is very necessary that we have our seed all ready for the sowing, and try not to waste a single one of our sixty working minutes. Be prepared, therefore, before going to your department—physically, mentally, spiritually.

*Have the program written out*, but if necessary, however, do not hesitate to dispense with a portion of it rather than hurry through a number of topics in an undignified, irreverent, confusing manner. It will be found useful to have a watch

or a clock where you can readily see the hour, and to mark on your program the time at which each new topic should be taken up.

*Begin on time, and close promptly,* or resign to someone else who will! Avoid interruptions as far as possible. The assistant superintendent may remain near the door, to see anyone who has a message for you or for the department.

*Divide the program into four main parts:* Worship, Instruction, Fellowship, Business. Under the head of "Worship" will come music, responsive Bible-reading, prayer, and offering. "Instruction" includes the lesson of the day, supplemental work and handwork, temperance and missionary teaching. "Fellowship" covers birthday recognition, welcome to new scholars, visitors, pastor, or superintendent. Under the head of "Business" put marking records and church attendance, notices, distribution of papers and library books.

*Be brief and to the point in every detail.* Let nothing drag. Have every exercise full of life and vitality so that it will hold the interest of the Junior. Study carefully the lesson for the day, and plan every detail especially for that particular session. Let the prayers be brief, definite, and reverent. Do not make the mistake of talking or praying too long. So far as possible, have a thread of continuity running through

all class and supplemental work, Bible drills, temperance and missionary exercises.

In going over the following program, please bear in mind that a form program must of necessity be merely suggestive. Consecrated common sense must be used to adapt it to local conditions.

#### SUGGESTED PROGRAM

1. Busy Work before Session.
2. Music.
3. Opening of School—Singing.
4. Responsive Service.
5. Prayer.
6. Church Hymn.
7. Fellowship.
8. Offering.
9. Business.
10. Concert Drill.
11. Temperance or Missions.
12. Prayer.
13. New Hymn.
14. Bible Geography—Map Work.
15. Teaching of Lesson.
16. Comments by Superintendent.
17. Song.
18. Benediction.

#### DETAILS OF ABOVE PROGRAM

1. *Busy Work before Session.*—As far as possible, all records are marked before the regular session so as to save time. This also gives the teacher opportunity for a private word with the

scholars. Notebooks, maps, models, and all home-work are looked over now, criticized, and graded. Such work before the session insures prompt attendance of pupils and teachers—particularly of teachers, because they feel that they must be on hand when the first scholar arrives in order to get through with this busy work in good season.

2. *Music*.—A few minutes before the school opens familiar hymn tunes are played, together with some new tune that will be learned later. The music should gradually decrease in volume until the superintendent steps upon the platform, which is the signal for perfect quiet in the room.

3. *Opening of School—Singing*.—This is a praise hymn, usually sung from memory.

4. *Responsive Service*.—Such a service gives a good opportunity for reviewing memory verses. Sometimes it is a missionary group; again, some temperance Scripture, a series of verses on giving, the Beatitudes, a Psalm, or other Bible passage.

5. *Prayer*.—This varies. Sometimes it is a prayer by the superintendent, the Lord's Prayer in concert by the department, King Asa's missionary prayer, or a prayer song.

6. *Church Hymn*.—A little co-operation between pastor and Junior Department superintendent will result in a hymn familiar to the boys and girls being sung during the morning

church service. Where the Sunday-school is held before church, the superintendent gets this information in advance; but where the school follows the morning worship, the Juniors themselves announce the hymn.

7. *Fellowship*.—This part of the service includes the recognition of birthdays of teachers and scholars, the introduction and welcome of new scholars, or welcome to pastor, school superintendent, or visitor who may be present. In the event of there being no birthday or other special feature to observe, the time may be spent on some other part of the program.

8. *Offering*.—Too often this is made a part of the business of the class rather than of the worship. Use a short responsive Scripture service, followed by the taking of the offering in individual classes; then have a brief dedication prayer by the superintendent, or a concert prayer by the whole department.

9. *Business*.—Under this head come the marking of records and the announcement of meetings or events of interest to the department.

10. *Concert Drill*.—This will serve as a rest exercise, and will bring the attention of the boys and girls back to the work of the hour. See Chapter 15 for suggestions.

11. *Temperance or Missions*.—Five minutes can be devoted to some phase of either of these



subjects, the exact nature depending upon the line of teaching followed by the department. A number of suggestions are given elsewhere in this book (Chapters 8-12).

12. *Prayer*.—A brief, definite prayer by the superintendent or a teacher.

13. *New Hymn*.—Try to devote a few minutes each Sunday to new music. If the pupils are familiar with the melody of a new hymn, through having heard it played during the busy-work period, they will learn it readily.

14. *Bible Geography*.—At least three minutes may profitably be spent in map work and in the study of Bible geography.

15. *Teaching of Lesson*.—This is the heart of the whole session. The period belongs to the teacher and should be held sacred from any interruption.

16. *Comments by Superintendent*.—The superintendent may wish at this time to emphasize the leading thought of the whole period—whatever may have been the golden thread running through the day.

17. *Song*.—This closing song should leave the Juniors in a reverent spirit.

18. *Benediction*.—One of the Bible benedictions, repeated in concert.

The pupils resume their seats while papers and library books are distributed; then, class by class,

they march out of the room, keeping time to music.

In her book, "Our Boys and Girls," Mrs. M. G. Kennedy, in speaking of program-making, says, "If your program is systematically planned, and you know just what you are going to do, you can accomplish a very great deal in an hour, divided into periods of five minutes, or even three; and three minutes devoted each Sunday to a subject make two and a half hours in the course of a year. But if you hesitate and consult your pianist or secretary between parts of the service, of course you cannot do 'all of this.'"

## CHAPTER III

### LESSON PREPARATION

EVEN with our program divided into four divisions—Worship, Instruction, Fellowship, and Business—the whole is planned with but a single object in view—the *development of Christian character*. The most important part of it all, the very heart of the service, is therefore the lesson. We have no less an authority than a President of the United States, Woodrow Wilson, for the public statement that “the Sunday-school lesson of today is the code of morals of tomorrow.” How very important, then, that the teacher be prepared to bring to the boy and girl that which can be assimilated and which will nurture the growing soul.

Mr. Marion Lawrance says, “The secret of success in teaching is *preparation*.” Therefore, if we are to be successful in our work it behooves us to get ready. But this cannot be done if our main study is left until Saturday night or Sunday morning, and we then attempt to “prepare” a lesson for our class. We must begin *early in the week*, and line upon line, fact upon fact, truth upon truth, study ourselves full. We cannot ex-

pect to impart to others something of which we know nothing. We ourselves must first acquire knowledge before we can hope to give it away. "You cannot water others until you yourself have first been watered," is an old proverb, and one to be considered by the Sunday-school teacher.

When studying the lesson our text-book must be the Bible. Read the designated Scripture, as well as the parallel and intervening passages, and search patiently to discover what these passages reveal, before you turn to the lesson-helps. Someone has said, "The Bible is a great gold mine of the truth that nourishes the soul. But it is a *mine*, not a jewelry shop, and it yields its richest treasures only to him who mines them for himself."

When we have studied the lesson first with the definite purpose of strengthening and enriching our own life and adding to our store of religious truth and knowledge, we are in condition to prepare the material so as to present it to our scholars in so forceful a manner that they too may be strengthened. We must *bring the abstract thought into concrete form*, keeping in mind the needs of the particular class we are to teach.

Rev. Forrest E. Dager, D. D., tells an incident of some men engaged in tunneling a river. They were in the midst of an animated discussion upon the relative merits of several kinds of shovels.

The outcome of the discussion was that the value of a shovel of any particular size or shape was largely dependent upon the character of the ground to be handled and the strength and quickness of the man who used it. "Two lessons that unique debating society taught me," Dr. Dager says: "First, no matter what may be the character of one's work, it is wise to think and to seek light upon the best tools and methods; second, in every branch of work, each workman must study the peculiar conditions that confront him, and use the tools and methods that the situation requires. The conclusion of that normal class on the river bank," Dr. Dager continues, "is that while general principles may be settled through conference and council, the peculiar requirements and difficulties of each class must be met by the thoughtful study and application of the individual teacher."

Another point to remember is that every lesson presents a positive as well as a negative side, and that *the positive is the thing to emphasize*. Every lesson also presents several truths. Select the *truth best suited* to your class and build around that. "Drive one nail clear through and clinch it."

*A suggestive plan* for preparing the lesson may be helpful:

1. The Starting-Point.
2. The Route.
3. The Destination.

*The Starting-Point.*—This should be brief and not of such a character as to foreshadow the lesson itself. Secure the attention of the boys and girls by asking questions, by arousing their curiosity in an object or a blackboard diagram, or by giving an illustration or a story that leads them from the plane of something with which they are already acquainted to unfamiliar ground.

*The Route: the Lesson To Be Taught.*—The route may be given in story form, or, as Miss Robinson says in her book, "The Junior Worker and His Work": "Occasionally it will be well to adopt the conversational method of presentation, in which the teacher asks questions of members of the class, supplementing their statements by his own, by way of correction or addition. The aim of this interchange of thought should be to aid the pupils to discover the truths of the lesson for themselves."

*The Destination: the Truth.*—This may be reached either by direct or by suggested application, or perhaps through a familiar song or a suitable illustration. It should provide an opportunity for the pupils to become "doers, and not hearers only." The value of the impression which they have received must be demonstrated through expression which will have a place in their "code of morals of tomorrow."

The teacher who yearns to be successful would

do well to study "Teaching and Teachers," by Dr. H. Clay Trumbull. It is full of help and inspiration from cover to cover. The closing paragraph should be an incentive to every teacher to strive for better preparation: "Then, they that be teachers [they that cause others to discern the truth] shall shine as the brightness of the firmament; and they that turn [they that influence] many to righteousness [shall shine] as the stars for ever and ever."

In conclusion, it is only as God's Spirit works through a teacher that the teacher can accomplish anything. We are workers together with God. *Pray for the guidance of the Spirit* every day before you begin the preparation of the lesson. He will direct you as to what you ought to present and the method and material to use in the presentation. "When he, the Spirit of truth, is come, he will guide you into all truth."

## CHAPTER IV

### RESPONSIVE READINGS FOR OPENING AND CLOSING SERVICES

#### OPENING SERVICE OF PRAISE VERSES

*Superintendent:* Let the people praise thee, O God; let all the people praise thee.—Ps. 67:3.

*Boys:* O praise the Lord, all ye nations: praise him, all ye people. For his merciful kindness is great toward us: and the truth of the Lord endureth for ever. Praise ye the Lord.—Ps. 117.

*Girls:* O let the nations be glad and sing for joy: for thou shalt judge the people righteously, and govern the nations upon earth.—Ps. 67:4.

*All:* Make a joyful noise unto God, all ye lands: sing forth the honor of his name: make his praise glorious.—Ps. 66:1, 2.

Close with the Doxology.

#### OPENING SERVICE OF MISSIONARY VERSES

*All:* God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.—John 3:16.

*Superintendent:* And this gospel of the kingdom shall be preached in all the world for a witness unto all nations; and then shall the end come.—Matt. 24:14.



*Boys:* How then shall they call on him in whom they have not believed? . . . And how shall they hear without a preacher?—Rom. 10:14.

*Girls:* And how shall they preach except they be sent? As it is written, How beautiful are the feet of them that preach the gospel of peace, and bring glad tidings of good things!—Rom. 10:15.

*Boys:* Go ye into all the world, and preach the gospel to every creature.—Mark 16:15.

*Girls:* Declare his glory among the heathen, his wonders among all people.—Ps. 96:3.

*All:* That at the name of Jesus every knee should bow, of things in heaven, and things in earth, and things under the earth; and that every tongue should confess that Jesus Christ is Lord, to the glory of God the Father.—Phil. 2:10, 11.

#### OPENING SERVICE OF TEMPERANCE VERSES

*Superintendent:* Who shall ascend into the hill of the Lord? or who shall stand in his holy place?—Ps. 24:3.

*Class:* He that hath clean hands, and a pure heart; who hath not lifted up his soul unto vanity, nor sworn deceitfully.—Ps. 24:4.

*Superintendent:* Woe unto him that giveth his neighbor drink, that putteth thy bottle to him, and maketh him drunken also.—Hab. 2:15.

*Boys:* Woe unto them that rise up early in the morning, that they may follow strong drink; that continue until night, till wine inflame them.—Isa. 5:11.

*Girls:* Nor thieves, nor covetous, nor drunkards, nor revilers, nor extortioners, shall inherit the kingdom of God.—1 Cor. 6:10.

*All:* Teach me, O Lord, the way of thy statutes; and I shall keep it unto the end. Give me understanding, and I shall keep thy law; yea, I shall observe it with my whole heart.—Ps. 119:33, 34.

#### CLOSING SERVICES

*(Use one for some weeks; then change.)*

*Superintendent:* The Lord bless thee, and keep thee.

*Class:* The Lord shall preserve thee from all evil.

*All:* He shall preserve thy soul. Amen.—Ps. 121: 7.

*Superintendent:* Now unto him that is able to do exceeding abundantly above all that we ask or think, according to the power that worketh in us,

*Class:* Unto him be glory in the church by Christ Jesus throughout all ages, world without end. Amen.—Eph. 3:20, 21.

*Superintendent:* The Lord bless thee, and keep thee:

*Class:* The Lord make his face shine upon thee, and be gracious unto thee:

*All:* The Lord lift up his countenance upon thee, and give thee peace. Amen.—Num. 6:24-26.

*Superintendent:* Now unto the King eternal, immortal, invisible, the only wise God,

*All:* Be honor and glory for ever and ever. Amen.—1 Tim. 1:17.

*All:* The Lord watch between me and thee, when we are absent one from another.—Gen. 31: 49.

## CHAPTER V

### THE OFFERING SERVICE

THE taking of the offering comes under the head of worship. The exercise ought never to be a hurried, irreverent one, but of such a nature as to leave the pupils feeling that they really have been worshipping, and that it is a privilege to bring their "love gifts," their offerings, in this way. *Never "take up the collection."* This is the time when we gladly bring our gifts and make an offering unto the Lord.

A plan which originated with a teacher in a Western school, and which has since been adopted by others and adapted to local conditions, is very simple yet effective in sowing seeds of Christian stewardship in the minds of boys and girls. The exercise is based on Scripture—on what God's Word has to say about giving. A theme for the quarter and a text for each month are chosen, and these are repeated in concert every Sunday, the Bible reference also being given. In this way twelve new texts are memorized every year. In some instances, where the department is a large one, the texts for a quarter are printed on small cards and given to the scholars to keep. Again, the superintendent and her assistants

write the texts on the small cards; or they are written on the blackboard or on heavy paper, and kept before the class until memorized. A schedule for one year was arranged as follows:

THEME FOR FIRST QUARTER—GIVING

*January:* God loveth a cheerful giver.—2 Cor. 9:7.

*February:* Remember the words of the Lord Jesus, how he said, It is more blessed to give than to receive.—Acts 20:35.

*March:* Give, and it shall be given unto you; good measure, pressed down, and shaken together, and running over.—Luke 6:38.

THEME FOR SECOND QUARTER—WHAT GOD GIVES

*April:* He giveth to all life, and breath, and all things.—Acts 17:25.

*May:* Every good gift and every perfect gift is from above, and cometh down from the Father of lights.—Jas. 1:17.

*June:* For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.—John 3:16.

THEME FOR THIRD QUARTER—WHAT CHRIST GIVES

*July:* I am the good shepherd. The good shepherd giveth his life for the sheep.—John 10:11.

*August:* The Son of man came not to be ministered unto, but to minister, and to give his life a ransom for many.—Matt. 20:28.

*September:* While we were yet sinners, Christ died for us.—Rom. 5:8.

THEME FOR FOURTH QUARTER—WHAT SHALL WE  
GIVE?

*October:* And he gave him tithes of all.—Gen. 14:20.

*November:* Bring ye all the tithes into the storehouse,  
. . . and prove me now herewith, saith the  
Lord of hosts, if I will not open you the windows  
of heaven, and pour you out a blessing, that there  
shall not be room enough to receive it.—Mal. 3:10.

*December:* Of all that thou shalt give me I will surely  
give the tenth unto thee.—Gen. 28:22.

The following two arrangements of Scripture  
verses for offering services were prepared by Mrs.  
H. M. Leyda, and are given in "Junior Hymns  
and Carols":

## SCRIPTURE OFFERING SERVICES

*Superintendent:* Give unto the Lord the glory due unto  
his name: bring an offering, and come into his  
courts.—Ps. 96:8.

*Boys:* Every man according as he purposeth in his heart,  
so let him give; not grudgingly, or of necessity;  
for God loveth a cheerful giver.—2 Cor. 9:7.

*Girls:* Freely ye have received, freely give.—Matt. 10:8.

*All:* Every good gift and every perfect gift is from  
above, and cometh down from the Father.—  
Jas. 1:17.

*Superintendent:* What was God's greatest gift to us?

*Pupils:* For God so loved the world, that he gave his  
only begotten Son, that whosoever believeth in  
him should not perish, but have everlasting life.—  
John 3:16.

*Superintendent:* What did the shepherds give to God?

*Pupils:* And the shepherds returned, glorifying and praising God for all the things that they had heard and seen, as it was told unto them.—Luke 2:20.

*Superintendent:* What did the wise men give?

*Pupils:* They presented unto him gifts; gold, and frankincense, and myrrh.—Matt. 2:11.

*Superintendent:* How can we give to him?

*Pupils:* Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me.—Matt. 25:40.

#### RESPONSIVE OFFERING AND PRAYER SERVICE

*Superintendent:* Take heed that ye do not your alms before men, to be seen of them: otherwise ye have no reward of your Father which is in heaven.

*Girls:* Therefore when thou doest thine alms, do not sound a trumpet before thee, as the hypocrites do in the synagogues and in the streets, that they may have glory of men. Verily I say unto you, They have their reward.

*Teachers:* But when thou doest alms, let not thy left hand know what thy right hand doeth: That thine alms may be in secret, and thy Father which seeth in secret himself shall reward thee openly.

*Boys:* And when thou prayest, thou shalt not be as the hypocrites are: for they love to pray standing in the synagogues and in the corners of the streets, that they may be seen of men. Verily I say unto you, They have their reward.

*Superintendent:* But thou, when thou prayest, enter into thy closet, and when thou hast shut thy door, pray

to thy Father which is in secret; and thy Father which seeth in secret shall reward thee openly.

*Girls:* But when ye pray, use not vain repetitions, as the heathen do: for they think that they shall be heard for their much speaking.

*Boys:* Be not ye therefore like unto them: for your Father knoweth what things ye have need of, before ye ask him.

*Superintendent:* After this manner therefore pray ye:  
(With bowed heads the Lord's Prayer is repeated.)—Matt. 6: 1-13.

#### WHO GIVETH ALL

*(To be sung or recited by class.)*

O Lord of heaven and earth and sea,  
To Thee all praise and glory be!  
How shall we show our love to Thee,  
Who giveth all?

We lose what on ourselves we spend;  
We have as treasures without end  
Whatever, Lord, to Thee we lend,  
Who giveth all.

## CHAPTER VI

### REMEMBERING THE BIRTHDAYS

THERE are few ways of getting closer to the heart of anyone than by remembering the birthday. Other anniversaries are more or less public, but the birthday belongs to the individual. And the mere fact that someone has remembered the exact day, and cares enough to offer congratulations and good wishes, draws the persons concerned more closely together.

The Juniors are no exception to this. They like to acknowledge publicly the great fact that they are a year older, but they do not care for just the same style of service that the little Primary children delight in. They want something more dignified, just as they ask for less childish gifts at this age. They do not care to drop their birthday offerings into a bank, a coin at a time, and have the class count them. Instead, they want to get through with this part of the service as quickly as possible, and drop several pennies together, or use coins of larger denomination to make up the correct amount. Therefore omit the pretty little birthday song and verse that the Primary Department has used.



Instead, have the class repeat one or more Bible texts, and sing a single verse of some appropriate song.

Such stirring hymns as "Onward, Christian Soldiers," "Stand Up, Stand Up, for Jesus," "Dare to Be a Daniel," appeal to the active Junior, while the following are suitable Bible texts:

#### BIRTHDAY BIBLE TEXTS

A good name is rather to be chosen than great riches, and loving favor rather than silver and gold.—Prov. 22:1.

Remember now thy Creator in the days of thy youth.—Eccles. 12:1.

Study to show thyself approved unto God.—2 Tim. 2:15.

Fight the good fight of faith.—2 Tim. 6:12.

Be ye steadfast, unmoveable, always abounding in the work of the Lord.—1 Cor. 15:58.

Thou therefore endure hardness as a good soldier of Jesus Christ.—2 Tim. 2:3.

Whatsoever thy hand findeth to do, do it with thy might.—Eccles. 9:10.

My son, give me thine heart.—Prov. 23:26.

Seek ye the Lord while he may be found.—Isa. 55:6.

No man can serve two masters.—Matt. 6:24.

Even a child is known by his doings.—Prov. 20:11.

These texts, or others, may be stenciled on paper or muslin and hung on the wall until memorized. (See directions, at end of chapter, for making hectograph.) It is not likely that all of

them will be used. Two or three may be selected unless the form of greeting is changed each month, when a larger number will be required. Perhaps the teacher may wish to stencil them all, selecting such for each birthday as may be most suited to the one celebrating. Often the only form of birthday greeting used in a Junior Department is the benediction found in Numbers 6:24-26, which is repeated in concert by teachers and scholars:

The Lord bless thee, and keep thee:

The Lord make his face shine upon thee, and be gracious unto thee:

The Lord lift up his countenance upon thee, and give thee peace.

In her helpful book, already mentioned, Mrs. M. G. Kennedy, out of her own wide experience, says: "Let me strongly recommend a birthday motto for the whole department. This motto should be chosen at the beginning of the year. It should be short, simple, practical; that is, one that can enter into the daily life, something to be lived every day. It should be constantly kept in notice. It can be illuminated and placed on the wall. In cities this is very cheaply done by those whose business it is. In many schools there are young artists who would be glad to do it. Or it may be stenciled, or the ready-cut-out letters,

costing very little, can be pasted on cardboard. Then by all means have it printed in some pretty way, ready to give each scholar on his birthday. This takes some money, but I do not know of a better investment for the good of the school."

Some of the mottoes which have been used in this department are:

#### BIRTHDAY MOTTOES

My grace is sufficient for thee.—2 Cor. 12:9.

Whatsoever he saith unto you, do it.—John 2:5.

Let this mind be in you which was also in Christ Jesus.—Phil. 2:5.

Love one another.—1 John 3:11.

Follow his steps.—1 Pet. 2:21.

None of us liveth to himself.—Rom. 14:7.

Be ye doers of the word, and not hearers only.—Jas. 1:22.

We make it our aim . . . to be well-pleasing unto him.—2 Cor. 5:9, R. V.

Whatsoever ye do, do it heartily as to the Lord.—Col. 3:23.

Let your light so shine.—Matt. 5:16.

Keep the door of my lips.—Ps. 141:3.

#### A WALL CALENDAR

A wall calendar for the Sunday-school room, on which the names of the Juniors are recorded, is helpful. This may be made in many different styles. One that was very pretty was made on a sheet of dark green cardboard, about sixteen

inches square. Across the top was written in letters of gold, "Our Birthdays." Underneath were placed twelve small cards, one for each month. These cards were appropriately decorated with little water-color sketches having the name of the month written at the top. Each Junior wrote his own name and birthday in the proper month.

#### A BIRTHDAY LETTER

A birthday letter is appreciated by the boys and girls, and will be put away among their choicest treasures. In this letter the teacher has the opportunity to get very close to the pupil, and to suggest some private motto or maxim for the year which will be helpful.

The following is a good selection of maxims from which to choose. They were arranged in alphabetical order by a teacher:

#### BIRTHDAY MAXIMS

Abhor that which is evil.—Rom. 12:9.

Be kindly affectioned one to another.—Rom. 12:10.

Cleave to that which is good.—Rom. 12:9.

Defend the poor and fatherless.—Ps. 82:3.

Endure hardness as a good soldier.—2 Tim. 2:3.

Fret not thyself because of evil-doers.—Ps. 37:1.

Grieve not the Holy Spirit of God.—Eph. 4:30.

Honor thy father and thy mother.—Exod. 20:12.

Incline your heart unto the Lord.—Josh. 24:23.  
Judge not, that ye be not judged.—Matt. 7:1.  
Keep thy heart with all diligence.—Prov. 4:23.  
Let love be without dissimulation.—Rom. 12:9.  
Mark the perfect man and behold the upright.—Ps.  
37:37.  
Neglect not the gift that is within thee.—1 Tim. 4:14.  
Obey my voice, and I will be your God.—Jer. 7:23.  
Present your bodies a living sacrifice.—Rom. 12:1.  
Quench not the Spirit.—2 Thess. 5:19.  
Recompense to no man evil for evil.—Rom. 12:17.  
Seek those things which are above.—Col. 3:1.  
Teach me thy way.—Ps. 27:11.  
Use not vain repetitions.—Matt. 6:7.  
Visit the fatherless and widows.—Jas. 1:27.  
Watch ye, stand fast in the faith.—1 Cor. 16:13.  
Xcept ye repent, ye shall all likewise perish.—Luke 13:3.  
Yield yourselves unto the Lord.—2 Chron. 30:8.  
Zealous (be), therefore, and repent.—Rev. 3:19.

If a birthday card is used, a written message on it adds much to its value, and if this be texts of Scripture beginning with the first letter of the given name and the surname, it has a peculiar personal value all its own.

Acrostics of Scripture maxims or proverbs are also good. Following is an alphabetical list of words of Jesus, which may be of assistance if this plan is followed:

#### WORDS OF JESUS

A new commandment I give unto you, that ye love one another as I have loved you.—John 13:34.

Blessed are the peacemakers: for they shall be called the children of God.—Matt. 5:9.

Come unto me, all ye that labor and are heavy laden, and I will give you rest.—Matt. 11:28.

Do good to them that hate you.—Matt. 5:44.

Enter ye in at the strait gate.—Matt. 7:13.

For what shall it profit a man, if he shall gain the whole world, and lose his own soul?—Mark 8:36.

Go ye into all the world, and preach the gospel to every creature.—Mark 16:15.

He that is not with me is against me.—Luke 11:23.

I am the Son of God.—John 10:36.

Judge not, that ye be not judged.—Matt. 7:1.

Keep my commandments.—John 14:15.

Let not your heart be troubled: ye believe in God, believe also in me.—John 14:1.

My father worketh hitherto, and I work.—John 5:17.

No man, having put his hand to the plough, and looking back, is fit for the kingdom of God.—Luke 9:62.

Our Father which art in heaven, hallowed be thy name.—Matt. 6:9.

Peace I leave with you.—John 14:27.

Render to Cæsar the things that are Cæsar's, and to God the things that are God's.—Mark 12:17.

Suffer little children to come unto me, and forbid them not: for of such is the kingdom of God.—Luke 18:16.

The things which are impossible with men are possible with God.—Luke 18:27.

Unto you it is given to know the mystery of the kingdom of God.—Mark 4:11.

Verily, verily, I say unto you, He that believeth on me hath everlasting life.—John 6:47.

Wilt thou lay down thy life for my sake?—John 13:38.  
Except a man be born again he cannot see the kingdom  
of God.—John 3:3.

Ye are my friends, if ye do whatsoever I command you.—  
John 15:14.

Zacchæus, make haste, and come down; for today I must  
abide at thy house.—Luke 19:5.

Perhaps the birthday message might be a group  
of Bible “Bees,” one for each year. Here are a  
few; more will doubtless come to the mind of  
the teacher.

#### BIBLE “BEES”

Be ye also ready.—Matt. 24:44.

Be ye therefore merciful.—Luke 6:36.

Be not faithless, but believing.—John 20:27.

Be not wise in your own conceits.—Rom. 12:16.

Be ye steadfast, unmoveable.—1 Cor. 15:58.

Be ye therefore followers of God.—Eph. 5:1.

Be ye not unwise.—Eph. 5:17.

Be blameless and harmless.—Phil. 2:15.

Be ye thankful.—Col. 3:15.

Be not slothful.—Rom. 12:11.

Be ye holy in all manner of conversation.—1 Pet. 1:16.

Be thou faithful unto death.—Rev. 2:10.

Be watchful.—Rev. 3:2.

Be patient.—1 Thess. 5:14.

Be courteous.—1 Pet. 3:8.

Be not overcome of evil.—Rom. 12:21.

Be strong in the Lord.—Eph. 6:10.

Be ye kind one to another.—Eph. 4:32.

Be sure your sin will find you out.—Num. 32:23.

Be not afraid.—Matt. 17:7.

Be thou an example.—1 Tim. 4:12.

The following verses are suitable for birthday wishes. Let one be copied on a card and either given on the Sunday following the birthday, or sent through the mail on the exact day.

#### YOUR NAME DOTH LINGER

Your name doth linger in my prayers,  
As birthdays come and go;  
And tender pleadings rise to God,  
Which only He doth know.

#### A JUNIOR'S PRAYER

Give me clean hands, clean words, and clean thoughts;  
Save me from habits that harm;  
Teach me to work as hard and play as fair in Thy sight  
alone as if all the world saw;  
Forgive me when I am unkind; and help me to forgive  
those who are unkind to me;  
Keep me ready to help others even at cost to myself;  
Send me chances to do a little good every day, and so  
grow more like Christ.

—*William DeWitt Hyde.*

#### GOD WILL TAKE CARE OF YOU

God will take care of you all through the year,  
Crowning each day with His kindness and love,  
Sending you blessings and shielding from fear,  
Leading you on to the bright home above.

—*F. R. Havergal.*



## A BIRTHDAY RECORD BOOK

Of course the teacher will not attempt to do without a birthday record book of some sort, even though it be nothing more than a diary in which to note the favor or gift sent. Then the cards, letters, or whatever form the remembrances may take, will be arranged for in ample time and in the order of their using.

*Beware of forgetting a birthday!* No apology will take away the hurt caused by the apparent neglect. Make it a rule to look over the book each Sunday, or the first of every month, and find out what birthdays occur during the coming week or month; then mark them on a calendar, which is kept in a prominent place. See to it that you are supplied not only with the necessary cards, but with sufficient stamps as well. "I had no stamps in the house," is a common but insufficient excuse for not mailing the letter in time. These are little things, yet attention to them may mean the difference between holding or losing many of your scholars.

## FORMS OF REMEMBRANCE

While children like cards, they love letters, and a nicely-worded letter, loving and affectionate, is always more welcome than a card. When the class is not large, or when the teacher has time

to make them, handmade souvenirs are always appreciated. A little painted bookmark, with the name, date, and birthday motto is good, particularly if a further touch of individuality is added by having the decorations carry out the birth-month flower. These are as follows, and may be used in a great variety of ways:

#### BIRTH MONTH FLOWERS

<i>January:</i>	SNOWDROP	Purity.
<i>February:</i>	PRIMROSE	Always young.
<i>March:</i>	VIOLET	Love.
<i>April:</i>	EASTER LILY	Chastity.
<i>May:</i>	LILY-OF-THE-VALLEY	Return of happiness.
<i>June:</i>	ROSE	Beauty.
<i>July:</i>	MORNING-GLORY	Joy.
<i>August:</i>	WATER LILY	Affection.
<i>September:</i>	HOLLY	Consolation.
<i>October:</i>	POPPY	Encouragement.
<i>November:</i>	GOLDEN ROD	Truth.
<i>December:</i>	CHRYSANTHEMUM	Foresight.

#### THE BIRTHDAY PARTY

A birthday party is ever in order, and always important with Juniors. The monthly class social may take the form of a birthday party, those whose birthdays occur during the month being "guests of honor" and wearing some mark to distinguish them from the others. If the "tag" be symbolical of the month, so much the better. For

instance, a little white notebook with plain leaves would stand for January, the new year. February might have a picture of Washington, Lincoln, a flag, or a valentine. March would wear a green rosette or a green flag, and so on through all the months.

Or the monthly social might be some frolic suitable for the season, as a sleigh-ride in January; Washington, Lincoln, or Valentine celebration for February; a St. Patrick's party for March; an Easter-egg social for April. Decorate the soldiers' graves on Memorial Day. Celebrate Flag Day in June. Have a patriotic party in July, a basket picnic in August, a nutting party for September, a Hallowe'en frolic for October, a Pilgrim's Day party in November, and in December a work party, at which tree-trimmings are made for decorating one or more Christmas-trees for poor children.

Perhaps a quarterly meeting is all that can be attempted. In that event, those whose birthdays have occurred during the past three months are the "guests of honor."

#### USING A HECTOGRAPH

Every Junior teacher will appreciate the help of a duplicating apparatus. There are a number of manifolding machines on the market, more

or less expensive, but one entirely satisfactory is the old-fashioned hectograph. Copies of all special work may be easily and quickly made. New songs, responsive readings, Bible references, birthday greetings, and everything of this nature can be prepared and a copy given to each pupil whenever something new is being introduced. When a pupil enters the class he can have copies of the various exercises which the others already know, and thus be given an opportunity to take part in every service until the work is memorized.

The expense need not keep any worker from having one, as a good practical hectograph may be made for from forty to fifty cents—the exact cost depending upon the style of pan used. A tin cake-pan, an inch deep and about eight by twelve inches, may be bought for ten cents, or an enameled one for a little more. A bottle of purple hectograph ink will cost twenty cents. The other ingredients cost about ten cents additional.

Soak four ounces of white glue over night in eight ounces of water. Use a double boiler, as direct heat decomposes the materials, and thorough amalgamation without cooking is necessary. Add slowly to the melted glue sixteen ounces of glycerine, and when thoroughly melted add a few drops of carbolic acid. This will prevent the mixture from becoming moldy. Stir with a

spoon while melting, and keep plenty of hot water in the lower kettle. Pour carefully into the pan, and be sure that it is entirely free from air bubbles. Do not scrape the pan; let the mixture run out slowly. Have the pan on a level surface, and do not handle until cold. The surface will then be smooth and firm.

Make the original copy very carefully, using the hectograph ink and a stub pen. Use a hard finished paper that will not absorb much of the ink, and let every stroke show the metallic luster. Do not blot the copy. When it is dry lay the paper face down on the hectograph and rub uniformly with the hand. It should remain on the hectograph for several minutes. A soft, smooth paper is best for the copies; one that will absorb the ink. Lay the paper over the impression and smooth it gently with the hand. Sometimes as many as a hundred copies may be had from one impression. Be very careful not to injure the face of the hectograph in removing the paper. For this reason it is better to keep one corner off the plate.

After using, flood the surface with a little warm water, and sponge it very carefully with a soft cloth. Pour off the water and sponge again to absorb all the moisture. The ink will gradually be absorbed and the hectograph again ready for use. If for any reason the surface should

become scratched, the hectograph will have to be melted. Place the pan over boiling water and allow the contents to melt, but do not stir it.

Keep the hectograph in a cool place when not in use, but it works better when a little warm. Be sure to protect it from the dust if you want nice, clear copies.

It is so easy a matter to get a number of copies of anything with a simple hectograph such as this, that every teacher ought to have one.

## CHAPTER VII

### SUPPLEMENTAL LESSONS

THE Juniors are capable of much memory work and should be encouraged in every way to store their minds with Bible facts and truths. We should heed the command God gives in so many places and in so many forms, regarding Bible truths, "Thou shalt teach them diligently unto thy children." These messages will surely be remembered in after years, and will be a source of comfort and strength in time of trial and temptation. Just as Christ used the "sword of the Spirit, which is the word of God" in answering the tempter, so our boys and girls should be equipped with this part of the Christian's armor, and taught how to thrust at the enemy with truths from God's Word.

But it is not alone Bible texts that they need. We must so present biblical facts and history that their interest in the Bible as a book of wonderful things will be aroused. We must set them to searching the Scriptures to discover its truths for themselves.

When they leave the department the Juniors should be able to locate, by verse, chapter, and

book, much of the memory work they have studied.

Where the Graded Lessons are used, a good supply of suitable memory work is available. In connection with the Uniform International Lessons, the International Sunday-School Association gives a course of graded supplemental lessons covering the four years of the Junior period. The lessons are so arranged that there is a definite amount to be done each quarter, and there are suggestions for extra memorization. Copies of these lessons may be had in leaflet form from your state elementary superintendent. For convenience they are printed in full as an appendix on page 134.

The following may also be used as supplemental work:

#### VERSES ON GOD'S WORD

1. Thy word is a lamp unto my feet, and a light unto my path.—Ps. 119:105.

2. Thy word have I hid in mine heart, that I might not sin against thee.—Ps. 119:11.

3. The entrance of thy words giveth light; it giveth understanding unto the simple.—Ps. 119:130.

4. Thy word is very pure.—Ps. 119:140.

5. The grass withereth, the flower fadeth: but the word of our God shall stand for ever.—Isa. 40:8.

6. Blessed are they that hear the word of God, and keep it.—Luke 11:28.

7. The word of God is quick, and powerful, and sharper than any two-edged sword.—Heb. 4:12.



8. Heaven and earth shall pass away: but my words shall not pass away.—Mark 13: 31.

9. Be ye doers of the word, and not hearers only.—Jas. 1: 22.

10. Thy word is true from the beginning.—Ps. 119:160.

#### THE BIBLE

The Bible is a precious gift  
God sent to be our guide;  
It shows us how to live each day,  
It draws us to His side.

Holy Bible, book divine,  
Precious treasure, thou art mine;  
Mine to tell me whence I came,  
Mine to teach me what I am.

Mine to tell of joys to come,  
Light and life beyond the tomb;  
Holy Bible, book divine,  
Precious treasure, thou art mine.

#### BIBLE DRILL

This is only suggestive and given as an example of rapid drill-work. Not more than three to five minutes should be spent on it. Teacher, holding up Bible:

What book is this? The Bible.

What else do we call it? The Word of God.

What is the first verse in the Bible? "In the beginning God created the heaven and the earth."

What is the last verse? "The grace of our Lord Jesus Christ be with you all. Amen."

How is the Bible divided? Into two parts, the Old and the New Testaments.

How many books in the whole Bible? 66.

How many in the Old Testament? 39.

How many in the New Testament? 27.

How are the books of the Old Testament divided? Into five groups: books of Law, History, Poetry, Major Prophets, Minor Prophets.

How many books of Law? 5: Genesis, Exodus, Leviticus, Numbers, Deuteronomy.

How many books of History? 12: Joshua, Judges, Ruth, 1 Samuel, 2 Samuel, 1 Kings, 2 Kings, 1 Chronicles, 2 Chronicles, Ezra, Nehemiah, Esther.

How many books of Poetry? 6: Job, Psalms, Proverbs, Ecclesiastes, Song of Songs, Lamentations.

How many books of Major Prophets? 4: Isaiah, Jeremiah, Ezekiel, Daniel.

How many books of Minor Prophets? 12: Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi.

How are the books of the New Testament divided? Into five groups: books of Biography, History, Pauline Epistles, General Epistles, Prophecy.

How many books of Biography? 4: Matthew, Mark, Luke, John.

How many books of History? 1: Acts.

How many Pauline Epistles? 13: Romans, 1 Corinthians, 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 Thessalonians, 2 Thessalonians, 1 Timothy, 2 Timothy, Titus, Philemon. (Hebrews, *author uncertain*.)

How many General Epistles? 7: James, 1 Peter, 2 Peter, 1 John, 2 John, 3 John, Jude.

How many books of Prophecy? 1: Revelation.

## BOOKS OF THE BIBLE

The following simple exercise is commonly used in teaching the number of books in the Bible:

The leader stands in front of the blackboard and asks, "How many letters in the word 'Old'?" The answer, "3," is written on the board. Again she asks, "How many letters in the word 'Testament'?" and places the figure 9 after the 3, making 39, the number of books in the Old Testament. The leader then asks, "How many are three times nine?" and places the answer, 27, directly underneath the figures already on the board. This gives the number of New Testament books. By adding these two numbers together, the total number of books in the Bible, 66, is found.

## NAMES OF THE APOSTLES

Now the names of the twelve apostles are these: The first, Simon, who is called Peter, and Andrew his brother; James, the son of Zebedee, and John his brother; Philip, and Bartholomew; Thomas, and Matthew the publican; James, the son of Alphæus, and Lebbaeus, whose surname was Thaddæus; Simon the Canaanite, and Judas Iscariot, who also betrayed him.—Matt. 10: 2-4.

## A YEAR WITH PROVERBS

One to be learned each month. These may be written on the blackboard and repeated each Sunday for a month, or may be stenciled on muslin or on heavy paper and kept for future use.

*January.* GOOD NAME PROVERB: A good name is rather to be chosen than great riches, and loving favor rather than silver and gold.—Prov. 22: 1.

- February.* WISE SON PROVERB: A wise son maketh a glad father: but a foolish son is the heaviness of his mother.—Prov. 10:1.
- March.* TEMPTATION PROVERB: My son, if sinners entice thee, consent thou not.—Prov. 1:10.
- April.* CHARACTER PROVERB: Even a child is known by his doings, whether his work be pure, and whether it be right.—Prov. 20:11.
- May.* CONTENTMENT PROVERB: Better is little with the fear of the Lord than great treasure and trouble therewith.—Prov. 15:16.
- June.* TEMPERANCE PROVERB: Wine is a mocker, strong drink is raging, and whosoever is deceived thereby is not wise.—Prov. 20:1.
- July.* PRIDE PROVERB: Pride goeth before destruction, and a haughty spirit before a fall.—Prov. 16:18.
- August.* LYING LIPS PROVERB: Lying lips are abomination to the Lord: but they that deal truly are his delight.—Prov. 12:22.
- September.* FRIENDLY PROVERB: A man that hath friends must shew himself friendly: and there is a friend that sticketh closer than a brother.—Prov. 18:24.
- October.* SOFT ANSWER PROVERB: A soft answer turneth away wrath: but grievous words stir up anger.—Prov. 15:1.
- November.* SELF-CONTROL PROVERB: He that is slow to anger is better than the mighty; and he that ruleth his spirit than he that taketh a city.—Prov. 16:32.
- December.* WISDOM PROVERB: Wisdom is the principal thing; therefore get wisdom: and with all thy getting, get understanding.—Prov. 4:7.

## DRILL IN RAPID REFERENCE FINDING

The leader gives out two references at a time, one a prayer and one a promise. The boys look for the one, while the girls find the other. Then the prayer is read, followed by the promise. As many groups may be used as there is time for. Each is complete in itself.

*Prayer:* O God, thou art my God; early will I seek thee.—Ps. 63:1.

*Promise:* Those that seek me early shall find me.—Prov. 8:17.

*Prayer:* O Lord, . . . remember me, and visit me.—Jer. 15:15.

*Promise:* I will visit you, and perform my good word toward you.—Jer. 29:10.

*Prayer:* Hear my prayer, O Lord.—Ps. 143:1.

*Promise:* Thou shalt make thy prayer unto him, and he shall hear thee.—Job 22:27.

*Prayer:* Lord, be thou my helper.—Ps. 30:10.

*Promise:* I the Lord thy God will hold thy right hand, saying unto thee, Fear not; I will help thee.—Isa. 41:13.

*Prayer:* O Lord God . . . prosper my way which I go.—Gen. 24:42.

*Promise:* The Lord . . . will send his angel, and prosper thy way.—Gen. 24:40.

*Prayer:* Show me thy ways, O Lord; teach us thy paths.—Ps. 25:4.

*Promise:* He will teach us of his ways, and we will walk in his paths.—Mic. 4:2.

*Prayer:* Save thy people, . . . feed them also and lift them up for ever.—Ps. 28:9.

*Promise:* Trust in the Lord, and do good, . . . and verily thou shalt be fed.—Ps. 37:3.

*Prayer:* Preserve me, O God.—Ps. 16:1.

*Promise:* The Lord shall preserve thy going out and thy coming in from this time forth, and even for evermore.—Ps. 121:8.

#### A TEST IN RAPID REFERENCE WORK

The name of the person referred to may be written on the blackboard when the reference is found and read.

**A** was a monarch who reigned in the East, Esther 1:1.

**B** was a Chaldee who made a great feast, Dan. 5:1-4.

**C** was veracious when others told lies, Num. 13:30-33.

**D** was a woman, heroic and wise, Judg. 4:4-14.

**E** was a refuge where David spared Saul, 1 Sam. 24:1-7.

**F** was a Roman, accuser of Paul, Acts 26:24.

**G** was a garden, a favorite resort, Matt. 26:36.

**H** was a city where David held court, 2 Sam. 2:11.

**I** was a mocker, a very bad boy, Gen. 16:16.

**J** was a city, preferred as a joy, Ps. 137:6.

**K** was a father, whose son was quite tall, 1 Sam. 9:1, 2.

**L** was a proud one, who had a great fall, Isa. 14:12.

**M** was a nephew, whose uncle was good, Col. 4:10.

**N** was a city, long hid where it stood, Zeph. 2:13.

**O** was a servant, acknowledged a brother, Philemon 1:16.

**P** was a Christian, greeting another, 2 Tim. 1:1, 2.

**R** was a damsel who knew Peter's voice, Acts 12:13, 14.

**S** was a sovereign who made a bad choice, 1 Kings 11.

**T** was a seaport, where preaching was long, Acts 20:6, 7.

**U** was a teamster, struck dead for his wrong, 2 Sam. 6:7.

**V** was a cast-off, and never restored, Esther 1:19.

**Z** was a ruin with sorrow deplored, Ps. 137:1.

## CHAPTER VIII

### MISSIONS IN THE JUNIOR DEPARTMENT

To whom is God looking to carry on the work in his vineyard in the future? Where will he get his missionaries ten, twenty, thirty years from now? Who will then be ready to take the place of those now on the field, and to do also the increased work which will be demanded? Will there be anyone ready, or must the many mission stations be closed because of lack of workers? From the ranks of the boys and girls of today will come the missionaries of a decade or more hence. What shall we do to prepare them for this great responsibility?

As Junior workers we have a great opportunity to develop missionaries. Someone has said that there are five steps leading to missionary service. "The first is *knowledge*; the second, *interest* that deepens into genuine love; the third, an awakening sense of *personal responsibility*; the fourth, *God's call* to the soul; the fifth, *I will*." The characteristics of a Junior make this a splendid time to start mounting such a stairway. It is the "golden memory period," when facts are readily learned; the hero-worshiping age, when stories

of missionaries will be eagerly listened to and a longing to imitate their deeds will be aroused; the activity period, when they enjoy doing things for others; the habit-forming period, when the habit of contributing to the cause of missions is acquired. It is not enough to present merely the work of today; our aim should be to create permanent impressions that will bear fruit all through the lifetime of our scholars.

In order to interest the boys and girls in this subject, we must be interested ourselves. "Let him who would move and convince others be first moved and convinced himself."

It is not necessary to lay particular emphasis on the giving side of missions. If your boys and girls are interested, and this interest is kept constantly alive and not aroused spasmodically, you will not have to keep urging them to contribute. As has been said, our Juniors need to study missions: first, because of the influence on their own lives, for "early contact with the heroes of the Cross broadens the sympathies, engenders usefulness, and helps to lay the foundation of a broad Christian character"; and, second, for the sake of the missionary enterprise of the future, because "only a missionary education will prepare the children of today rightly to dispense the wealth of the Church of tomorrow, and to furnish adequate recruits for the missionary army needed to



evangelize the world; for the life-long attachment to missions begins not at mature years but with the tender heart of childhood."

#### SUGGESTIONS FOR TEACHING MISSIONS

*A homemade map* of the country that is studied is superior to any ready-made. More interest is taken in a thing which one helps to create. Have some boy or girl draw a large outline map on a sheet of heavy paper or muslin. Then, on successive Sundays fill in the mountain ranges, rivers, etc., and locate the chief cities and mission stations. Gold stars or the tiny picture of a church may represent the stations. On the margin write the names of your denominational missionaries who are working in that country, with the names of the stations; also whatever information concerning their families you may have—number and names of children and other items of interest. If you have pictures of these missionaries, their converts, or any of the buildings which they occupy, add these. Such pictures may sometimes be found in missionary magazines.

Let the Juniors take a journey and visit these mission stations. Fasten a collar-button or a strong pin to each place, and then, with narrow ribbon or colored thread, go from point to point, tracing the route by this means.

In missionary work with boys and girls of the

Junior age the best point of contact is *activity*. Keep this fact in mind and present the everyday life of the missionaries.

For a special meeting a *souvenir program* to carry home will help enforce the thought of the day. Should the topic be Japan, the program might be written on a card and fastened to the handle of a tiny paper umbrella. For China, write the program on a little fan or kite. Treat each country in some such way. Small paper or muslin flags of all nations may be purchased at very little cost. These may be combined with the programs with good effect.

Another way is to outline, on one corner of the program, a tiny flag of the country studied and have the boys and girls color it, following the pattern of a large flag held before them. Or canceled postage stamps of the country under discussion might be obtained and one pasted to each program.

A *cabinet of objects taken from mission-fields* should be in every Junior room as a part of the class equipment. The size of the cabinet will be determined by the place it will occupy and the number of things you have to put into it. The collection should be growing all the time. Start with the first thing that comes to you—it may be only a canceled postage stamp from China or

India—but with that as a nucleus your collection will grow if you let your wants be known.

Before taking up the study of a new country, try to secure some curio—perhaps a stamp or a coin—from the place. To see and handle something which has actually come from the new field will make it more real.

*Composite pictures of each field* may be used to advantage. Take a large sheet of heavy paper or cardboard and paste upon it small pictures of scenery, temples, animals, people, mission-schools, idols, missionaries, etc. Let the boys and girls bring the pictures. As you study it, treat each field in the same way. Hang the finished picture on the wall.

*Picture post cards* of almost every country may be readily obtained. Write to the American Sunday-School Union or your denominational board about them. They may be used in many ways. One is to write the program of the meeting on the back, the card to be retained as a souvenir.

A Junior class that had no separate meeting-place held its own session behind a screen, and used one leaf of it to hold missionary pictures.

Our boys and girls *always welcome something to do*. Have a missionary social and make scrap-books or post-card folders for some foreign school. The Department for Utilizing Surplus Material,

of the World's Sunday-School Association, tells how to make them:

"For a scrap-book take any stiff paper, say 17 x 11 inches; use four sheets. Fold in the center and stitch. Then paste pictures on the sixteen pages. Get Bible pictures and pictures typical of America and its customs. Use a picture of a church, a home, children, children at play, a railroad engine, etc. Fill one page with canceled U. S. postage stamps. Do not write in the book; otherwise it will require letter postage. Have a missionary social and ask everybody to bring the materials, and then make the books during the afternoon. It will afford you a good, as well as a profitable, time, to say nothing of the great help to the missionary in his work and the joy of each recipient who will possess one of your scrap-books. Many of these scrap-books are now on their way to Sunday-schools and hospitals in foreign mission-fields.

"Post cards are in every home in quantity. These cannot be sent as they are through the mail (because of the writing on them) without paying first-class postage. To send them at the rate of two ounces for one cent, follow this plan: Take a yard of baby or other narrow ribbon or wrapping tape. Cut it in two. Use post cards having writing only on the address side. String the cards together by pasting writing-face to writing-face

and the ribbons widthwise of the cards, between the two writing-faces and about one inch from the outer edge of the cards. One yard of ribbon will hold six pairs of cards. The distance between each pair will be about one-sixteenth of an inch. When not in use the cards can be folded together or hung by a loop at the upper end of the top card. These bound cards will be eagerly received at any hospital or school abroad."

If you care for this practical work, write to the superintendent of this department at 216 Metropolitan Tower, New York City, the headquarters of the American Section of the World's Sunday-School Association. Be particular to indicate your denomination, or ask for some inter-denominational work. He will then send you the name of a missionary, to whom you can send the things direct. In writing the superintendent, it will be appreciated if you enclose a stamp for reply.

Have the scrap-books or other things which the Juniors prepare for a mission-box on exhibition before the entire school or congregation, before the box is sent away. This will be a fine object lesson to the older people.

"We remember nine-tenths of what we *do*," educators tell us, so have the Juniors keep notebooks on the different countries as studied. These may be made on the same general plan as the

scrap-books described for hospital or mission use. Paste a small flag on the cover, and let each illustrate his book with suitable pictures.

Some mission-schools request patches for the girls to sew. Have the boys and girls prepare these, the boys cutting the pieces out and the girls basting them together. While the work is going on, have someone read aloud a bright missionary story.

One teacher used to good purpose a Cradle Roll of many nations. For this, cut a large heart about twelve inches across; then suspend from around the edges with narrow ribbon many smaller hearts, about two inches across. Have the children bring pictures of any foreign babies they may find, and paste these to the small hearts. An opportunity is given for a brief missionary talk whenever a new baby is added to the heart roll.

It will also be found exceedingly profitable to have each Junior make a map for himself of the country as studied. He is accustomed to drawing maps in day-school, so the work will not be new or difficult. Then, as a station is talked of, it is located on the map and designated in some way, with a star or a tiny picture, or by a colored crayon. If the maps are drawn on cardboard, the back may be used for pictures and notes; or the maps may be drawn in the notebooks.

An occasional good, stirring *stereopticon missionary lecture* is a means of arousing interest.

A missionary atmosphere is more easily created where *suitable decorations* are used. Flags, pictures, mottoes, pennants, may be employed to good advantage.

A missionary poster is a large banner of rather heavy material, having a rod at top and bottom, to which pictures and curios illustrating some one phase or field of work are fastened. The Juniors take an interest in making such posters, and they may be displayed to advantage around the walls of the Sunday-school room.

When one class was studying mountaineer work in the South, the subject was illustrated by a log-cabin built of clothes-pins, with clothes-pins dressed to represent the different members of the family. This *object lesson* created a more lasting impression than many plain, unillustrated talks would have done.

*Missionary literature*.—Subscribe for the juvenile missionary magazine of your denomination. Every boy and girl should have a copy, but if this does not seem possible, get one or more copies and keep them in circulation, each paper to be kept a week and then returned. The one returning it should tell the class, in his own words, some fact that he has learned.

Have a missionary leaflet library and keep it

in circulation. Each leaflet may be loaned for a week. Bright, pithy stories are given in these leaflets, and they cost only a trifle. Apply to your own denominational board for them.

The Juvenile Missionary Library prepared by the Young People's Missionary Movement (price, \$5.00 for 10 volumes) would interest the boys and girls. The books might be added to the regular Sunday-school library, or be purchased by the Juniors themselves. No one need question whether the books will be read. They are of the fascinating order that appeals to this age.

*Vary the program.* Never have two just alike. Each should be as different from any other as are the countries studied.

Explain over and over again how the money goes from your class or school through the different Boards to the mission-field.

*Occasionally take a "bird's-eye view of the world."* Have a boy or girl give very briefly one definite item of information concerning the work in each country: Africa, Turkey, China, Japan, Korea, India, etc., displaying a picture or a curio from that place. In this way a long journey can be taken in five minutes.

*Recitations and special songs* help out the missionary lesson. Find a favorite hymn or Scripture passage of some missionary, present or past, whose



life was spent on the field you are studying, and have the Juniors memorize it.

In missionary work with boys and girls of this age, two of the best points of contact are heroism and conflict. Let this be borne in mind when selecting songs, illustrations, etc.

Learn to sing from memory some choice missionary hymns, such as, "Onward, Christian Soldiers," "The Son of God Goes Forth to War," etc. Teach many of the Bible verses on missions.

A *temperance missionary story* may be told with profit. Show how alcohol and narcotics sent by the white men are working fearful destruction among Chinese, Japanese, Africans, and others, as well as among those in our own country—the immigrants, Indians, and Negroes.

A good exercise to use sometime when the boys and girls are unusually restless, is *Flag Guessing*. The flags of various nations are displayed and the class tells what country they stand for, adding, perhaps, an item of missionary news as to what is being done in that particular country.

If possible, let the Juniors *take the support of a child* in some mission-field. This makes the work very real to them. Then every Sunday may be Missionary Sunday because a few minutes are spent in speaking of the "absent member" of the class.

## CHAPTER IX

### EXERCISES FOR VARYING THE MISSIONARY PROGRAM

#### A CATECHISM

*Teacher:* What promise of success in mission-work have we?

*Class:* They shall come from the east, and the west, and from the north, and the south, and shall sit down in the kingdom of God.—Luke 13: 29.

*Teacher:* Is distance any hindrance to God?

*Class:* He shall have dominion also from sea to sea, and from the river unto the ends of the earth.—Ps. 72: 8.

*Teacher:* What is our share, individually, in the work?

*Class:* In the morning sow thy seed and in the evening withhold not thy hand.—Eccles. 11: 6.

*Teacher:* What is the seed to be sown?

*Class:* The seed is the word of God.—Luke 8: 11.

*Teacher:* And how shall they believe in him of whom they have not heard? and how shall they hear without a preacher?—Rom. 10: 14.

*Class:* Go ye into all the world, and preach the gospel to every creature.—Mark 16: 15.

#### THE DIFFERENCE BETWEEN IDOLS AND THE ONLY TRUE GOD

*Teacher:* What are the heathen gods like?

*Girls:* The idols of the heathen are silver and gold, the work of men's hands.—Ps. 135:15.

*Boys:* They have mouths, but they speak not; eyes have they, but they see not.—Ps. 135:16.

*Girls:* They have ears, but they hear not; neither is there any breath in their mouths.—Ps. 135:17.

*Boys:* They that make them are like unto them: so is every one that trusteth in them.—Ps. 135:18.

*Teacher:* Men are saved *because*

*All:* God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.—John 3:16.

#### TWO RESPONSIVE READINGS

*Teacher:* Let the people praise thee, O God; let all the people praise thee.—Ps. 67:3.

*Boys:* O let the nations be glad and sing for joy: for thou shalt judge the people righteously, and govern the nations upon earth.—Ps. 67:4.

*Girls:* For the Son of man is come to seek and to save that which was lost.—Luke 19:10.

*All:* Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost; teaching them to observe all things whatsoever I have commanded you; and, lo, I am with you alway, even unto the end of the world.—Matt. 28:19, 20.

*Teacher:* Blessed is the nation whose God is the Lord.—Ps. 33:12.

*Pupils:* O praise the Lord, all ye nations; praise him, all ye people. For his merciful kindness is great toward us: and the truth of the Lord endureth for ever. Praise ye the Lord.—Ps. 117.

*All:* God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.—  
John 3:16.

#### HOW AND WHEN CHRIST WAS A MISSIONARY

Christ was a *home* missionary in the home of Lazarus.  
Christ was a *foreign* missionary when the Greeks came to him.

Christ was a *city* missionary when he taught in Samaria.

Christ was a *Sunday-school* missionary when he opened up the Scriptures and set man to diligently studying the Word of God.

Christ was a *children's* missionary when he took them in his arms and blessed them.

Christ was a missionary to the *poor* when he opened the eyes of the blind beggar.

Christ was a missionary to the *rich* when he opened the spiritual eyes of Zacchæus.

Even on the cross Christ was a missionary to the robber, and his last command was the missionary commission.

#### DIFFERENT METHODS OF GIVING

*Superintendent:* Before the missionaries can "go into all the world," there must be generous giving on the part of Christ's children. How will you give to help send the good news to your little brothers and sisters in other lands?

*Responses:*

I will give CHEERFULLY. "For God loveth a cheerful giver."

I will give HEARTILY. "And whatsoever ye do, do it heartily as to the Lord."

I will give WITHOUT SHOW. "When thou doest alms, let not thy left hand know what thy right hand doeth."

I will give with SACRIFICE. "Neither will I offer unto the Lord of that which doth cost me nothing."

I will give as I have RECEIVED. "Freely ye have received, freely give."—*From Missionary Gems for Juniors.*

#### FIVE WAYS OF GIVING

The CARELESS WAY—To give without knowing what the gift is for.

The IMPULSIVE WAY—To give only when some sad story is told.

The INDIRECT WAY—To get money for missionary objects by fairs or festivals.

The SELF-DENYING WAY—To do without something we desire and give the money we save.

The SYSTEMATIC WAY—To give a certain share of all the money we get.

#### AN ALPHABETICAL LIST OF MISSIONARY TEXTS

Ask of me, and I shall give thee the heathen for thine inheritance, and the uttermost parts of the earth for thy possession.—Ps. 2:8.

Bring ye all the tithes into the storehouse.—Mal. 3:10.

Cast thy bread upon the waters: for thou shalt find it after many days.—Eccles. 11:1.

Declare his glory among the heathen, his wonders among all people.—Ps. 96:3.

Enter into his gates with thanksgiving, and into his courts with praise.—Ps. 100:4.

For thou, O Lord, . . . art exalted far above all gods.—Ps. 97:9.

Go ye into all the world, and preach the gospel to every creature.—Mark 16:15.

He shall have dominion also from sea to sea, and from the river unto the ends of the earth.—Ps. 72:8.

In that day thou shalt say: O Lord, I will praise thee.—Isa. 12:1.

Jesus . . . said . . . Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God.—Mark 10:14.

Keep silence before me, O islands; and let the people renew their strength.—Isa. 41:1.

Little children, keep yourselves from idols.—1 John 5:21.

Make a joyful noise unto the Lord, all the earth.—Ps. 98:4.

No good thing will he withhold from them that walk uprightly.—Ps. 84:11.

Of a truth I perceive that God is no respecter of persons.—Acts 10:34.

Princes shall come out of Egypt; Ethiopia shall soon stretch out her hands unto God.—Ps. 68:31.

Quench not the Spirit.—1 Thess. 5:19.

Render . . . unto God the things that are God's.—Matt. 22:21.

Say not ye, There are yet four months, and then cometh harvest? behold, I say unto you, Lift up your eyes, and look on the fields; for they are white already to harvest.—John 4:35.

Thou shalt have no other gods before me.—Exod. 20:3.

Unto thee lift I up mine eyes, O thou that dwellest in the heavens.—Ps. 123:1.

Verily I say unto you, Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me.—Matt. 25:40.

Whosoever shall call on the name of the Lord shall be saved.—Acts 2:21.

Xcept the Lord keep the city, the watchman waketh but in vain.—Ps. 127:1.

Yea, happy is that people, whose God is the Lord.—Ps. 144:15.

Zion shall be redeemed with judgment, and her converts with righteousness.—Isa. 1: 27.—*Missionary Gems.*

#### A MISSIONARY PRAYER

Heavenly Father, as we pray  
For the heathen far away,  
Fill our hearts with earnest prayer  
For the many children there.

Jesus, we, a little band,  
Would obey the great command,  
Send them news of Christ, our King,  
By the offering we now bring.

May the Juniors everywhere  
Join with us in praise and prayer;  
And the Saviour we have found  
Be adored the world around.

#### AN OFFERING PRAYER VERSE

May we our offerings gladly bring  
To spread the news of Christ, our King.  
Till everyone shall hear the call,  
And crown the Saviour Lord of all.

#### KING ASA'S PRAYER

*(Every Junior should memorize this.)*

Lord, it is nothing with thee to help, whether with many, or with them that have no power: help us, O

Lord our God; for we rest on thee, and in thy name we go against this multitude. O Lord, thou art our God; let not man prevail against thee.—2 Chron. 14:11.

A MISSIONARY OFFERING SONG—OUR GIFTS

(*Tune: "America."*)

Again we hear the call  
Which comes to one and all,  
Our gifts to bring;  
'Tis little we can do,  
But with a purpose true,  
We pledge our faith anew  
To Christ our King.

We owe Him grateful praise  
For love which crowns our days  
With happiness;  
So to His feet we bring  
Each free-will offering,  
While songs of praise we sing,  
His name to bless.

—*From Missionary Gems.*



## CHAPTER X

### TRAINING IN TEMPERANCE

FRANCES E. WILLARD introduced into the day-schools of the country the teaching of the effects of alcohol, and when the boys who first studied it became voters, the map changed color; counties and states began to "go dry." This good work is still going on, but the opposing forces are also busy trying to counteract it, and enticing nets of all sorts are thrown out to catch the young boy and girl. A temperance lecturer declares: "Childhood is the period when the temperance impulse is most surely and permanently awakened. Out of one hundred and two temperance leaders in our land, fifty-six testified that they had received the permanent impulse of temperance effort before the age of ten years." *It is through the child that we must hope to accomplish temperance reform.* Therefore, instruct him in his youth. "Ephraim is joined to idols: let him alone." The old drunken vagabond ought not to monopolize time which of right belongs to the young and as yet innocent child. Lay a good temperance foundation by teaching the boys and girls temperance truths before the evil days come upon them.

Make all temperance teaching so interesting that the facts will stick in the memory, and be of help in time of temptation. And we are to teach not only total abstinence in regard to the use of intoxicating drink, but *self-control along all lines*. We are to teach purity of life and lips, the surrender of everything which tends to impair or destroy the desire and ability to render uplifting service to God, to country, to neighbor, to self. Our boys—and girls, too, perhaps—of today will be the voters of tomorrow. With this in mind we should not fail to find the temperance point lesson by lesson, and so to instruct them in this habit-clinching period of their lives that no assent to anything but personal purity, total abstinence, and “the saloon must go” will ever be possible. Do not neglect to impress the teachings of the Bible about temperance. God’s Word will have more weight with the boy and girl than anything man has said.

Where scientific temperance teaching is given in the public schools, the Junior teacher’s task is easier. It would be well for her to acquaint herself with what is being done along this line and on Sunday to enforce this instruction with biblical statements. Mrs. Zillah Foster Stevens said: “It is of the utmost importance that children understand the teaching of God’s Word on this subject. The temperance teaching of the public

schools—directed to the mind—is efficient, but not *sufficient*. Complete temperance teaching must appeal, with God's truth, to the mind, the heart, the conscience, and the will."

Someone has said, "Whatever you would find in the Christian life of tomorrow, you must build into the child-life of today." Marion Lawrance goes further when he says that temperance teaching "consists in a process of education that will lead the boys and girls to *desire* a purity of life which can be had only through temperance, and to commit themselves to stand definitely and firmly against the liquor business."

Our time is so very limited; how can we do this? One worker says "through facts, facts, facts! We must use up-to-date temperance facts and have these presented in an enthusiastic, positive manner. 'A knowledge of facts changes indifference to interest and active effort.'" But remember that the mind of the average child cannot digest the great truths you wish to present if given in too large measures. Follow the suggestion of Isaiah, "here a little, and there a little." Persistent teaching, "precept upon precept, line upon line," will surely bring results.

#### SUGGESTIONS FOR TEACHING TEMPERANCE

*Present temperance facts through the eye-gate.*  
The Juniors are great readers. Keep some good

temperance story-books in circulation among them. A scrap-book of poems and prose selections is always welcomed. Let this be a progressive book—each reader being required to add a new clipping. Have the boys and girls look for these in magazines and newspapers, and paste the items into the book during the temperance exercise on Sunday.

A bulletin board on which are displayed effective temperance cartoons, charts, pictures, or news-items is one way of keeping the subject before the boys and girls.

Keep a down-to-date “wet and dry” map of the United States hanging on the wall. Frequent reference to it helps to create an enthusiastic temperance atmosphere.

Demonstrate how alcohol acts upon the tissues of the body by placing an uncooked egg in a glass, and then pouring alcohol over it and noticing the results.

Have you ever used a picture of a modern athlete or a Roman runner or wrestler, to impress a lesson of self-control and total abstinence? These men had to be temperate in *all* things in order to keep their bodies in the very best condition.

*Have all the boys serve on the temperance committee.* They should prepare the regular temperance program, and each week give some up-to-date temperance fact.

Short essays may be written by the Juniors on

such topics as alcohol, tobacco, reasons for pledge-signing, benefits of abstinence, etc., and read before the class during the temperance exercises, or on Temperance Sunday. Once in a while try a bright, snappy drill on Bible temperance texts. An occasional bright recitation by a boy or girl will bring home a new temperance thought.

*Pay special attention to music.* A good, rousing temperance song will stick in the memory of the boy or girl, and may be a safeguard in some moment of temptation.

*Do not always paint the black side of intemperance.* Rather make a point of presenting the many encouraging features of the temperance cause.

Provide *special decorations* for every temperance service. Mottoes, banners, pennants, pictures of noted workers, flags, etc., may be used.

Subscribe for at least *one good temperance paper*, and study it carefully. A monthly juvenile temperance paper, or your regular state organ, is a good thing for the Juniors to take into their homes. Use the most available biblical material.

*Use pledge-cards, and make much of pledge-signing.* Attach a ribbon loop to the pledge-card which the Junior keeps for his own, and ask that it be hung somewhere in the home in plain sight where it can be seen every day.

Emphasize the thought that temperance is true patriotism. Also that every boy may be either

a king or a slave—a king of himself, or a slave to evil habits. Children instinctively admire the nobility of kingship.

Whatever form of pledge you adopt, have it frequently recited in concert. The constant repetition of the pledge is a means of fixing it in the heart and mind of the boy and girl. Each Temperance Sunday have recruits solicited as pledge-signers.

Be sure to keep some permanent record of the names of pledge-signers. A roll of honor, a wall-pledge, or a record-book is suitable. In many schoolrooms duplicate signed pledge-cards are strung on strong twine and festooned across a wall.

## CHAPTER XI

### TEMPERANCE PLEDGES

THE Temperance pledge adopted by the International Sunday-School Association is as follows:

*That I may give my best service to God and my fellowmen, I pledge myself and promise God never to use intoxicating liquors as a drink, and to do all I can to end the drink habit and the liquor traffic.*

This is the Anti-Cigarette pledge adopted by the International Sunday-School Association:

*In the Cause of  
Freedom from Enslaving Habits  
for the Sake of  
Strength and Purity of Character*

*I pledge myself to abstain from the use of cigarettes, and to do all I can to end the cigarette habit among others.*

*Miss Willard's Pledge for Boys:**God helping,**I promise not to buy, drink, sell, or give  
Intoxicating liquors while I live.**From all tobacco I'll abstain,**And never take God's name in vain.**A Junior Temperance Pledge**I hereby promise that I will not drink wine,  
cider, beer, or any kind of alcoholic drinks as  
a beverage; that I will not use tobacco; that I  
will not take God's name in vain; and that I  
will ask God's help to keep this pledge.*

## TWO TEMPERANCE PLEDGES

(These may be memorized and recited in concert.)

## WE WILL NOT

*Strong Drink:**We will not buy, we will not make,  
We will not use, we will not take,  
Wine, cider, beer, rum, whiskey, gin,  
Because they lead mankind to sin.**Tobacco:**We will not smoke the smoker's pets,  
Those little things called "cigarettes";  
We will not snuff, we will not chew,  
Or use tobacco, though others do.*



*Profanity:*

We will not curse, though many dare  
Open their lips to curse and swear;  
From unclean words we will abstain;  
We will not take God's name in vain.

## MY BODY

1. My body is a temple,
2. To God it does belong.  
He bids me keep it for His use,
3. He wants it pure and strong.  
The things that harm my body  
I must not use at all.  
Tobacco is one hurtful thing,  
Another, Alcohol.
4. Into my mouth they shall not go;
5. When tempted I will answer, "No,"  
And every day I'll watch, and pray:
6. "Lord, keep me pure and strong alway."

While teaching this pledge to the class, teach also the Bible verses that contain the corresponding thought:

1. Your body is the temple of the Holy Ghost.—1 Cor. 6:19.

2. Ye are not your own; for ye are bought with a price.—1 Cor. 6:19, 20.

3. Keep thyself pure.—1 Tim. 5:22.

4. Set a watch, O Lord, before my mouth; keep the door of my lips.—Ps. 141:3.

5. If sinners entice thee, consent thou not.—Prov. 1:10.

6. The Lord is thy keeper.—Ps. 121:5.

—*Mrs. Zillah Foster Stevens.*

## FELLOWSHIP OF DANIEL

A temperance organization whose form well adapts it to the needs of Junior work. It was founded by John S. Brown, a missionary of the American Sunday-School Union, who thus states the origin and aim of the movement:

“For years I have felt the lack of a simple pledge to use in connection with Sunday-school work and one which did not include too many other things besides temperance. The outline of this pledge came to me one day while reading the story of Daniel and thinking how his whole life centered about his declaration of purpose—Dan. 1:8—‘He purposed in his heart.’ His life was kept clean by such a purpose—and why not? No pledge, however binding, can be kept without the continued purpose of the heart.

“My thought is that hundreds of children will be constrained to unite with this fellowship, purposing in their hearts to live clean lives. I pray God it may be so.”

The organization of each local chapter will be simple. A president and a secretary are all the officers needed.

Each signer of the “Declaration of Purpose” will, by signing, become a member and will retain the card signed. The record of membership will be kept by the secretary of the local chapter.

Declaration cards may be obtained from the publishers of this book at 75 cents per hundred.

Name .....

Address .....

Date ..... Age .....

Remarks here .....

**FELLOWSHIP OF DANIEL**

Daniel 1:8

*Believing that intoxicating liquors destroy the body, mind and soul of man, of my own free will I make this*

**Declaration of Purpose**

*I ..... do now  
..... purpose in my heart, by God's  
help, never to drink intoxicating liquor of any kind, and as a  
member of this Fellowship will work to influence others against  
its use or sale, and this shall be my motto:*

"I WILL DARE TO LIVE A CLEAN LIFE."

Issued by American Sunday-School Union, Phila., Pa.

## CHAPTER XII

### EXERCISES FOR VARYING THE TEMPERANCE PROGRAM

As has been said, there is no more effective temperance weapon than the "sword of the Spirit," so have the Juniors store their minds with temperance texts. These may be used in a responsive service, or as answers to definite questions.

#### TEMPERANCE TEXTS

1. Woe unto him that giveth his neighbor drink, that putteth thy bottle to him, and makest him drunken also.—Hab. 2:15.

2. Wine is a mocker, strong drink is raging: and whosoever is deceived thereby is not wise.—Prov. 20:1.

3. Look not thou upon the wine when it is red, when it giveth his color in the cup, when it moveth itself aright. At the last it biteth like a serpent, and stingeth like an adder.—Prov. 23:31, 32.

4. Be not drunk with wine, wherein is excess; but be filled with the Spirit.—Eph. 5:18.

5. Be not among winebibbers.—Prov. 23:20.

6. But Daniel purposed in his heart that he would not defile himself.—Dan. 1:8.

7. Your body is the temple of the Holy Ghost.—1 Cor. 6:19.

8. Glorify God in your body.—1 Cor. 6:20.

9. They shall not drink wine with a song; strong drink shall be bitter to them that drink it.—Isa. 24:9.

10. For the drunkard and the glutton shall come to poverty: and drowsiness shall clothe a man with rags.—Prov. 23:21.

11. It is good neither to eat flesh, nor to drink wine, nor anything whereby thy brother stumbleth, or is offended, or is made weak.—Rom. 14:21.

12. Neither thieves, nor covetous, nor drunkards, nor revilers, nor extortioners, shall inherit the kingdom of God.—1 Cor. 6:10.

13. Woe unto them that rise up early in the morning, that they may follow strong drink; that continue until night, till wine inflame them!—Isa. 5:11.

14. Woe unto them that are mighty to drink wine, and men of strength to mingle strong drink.—Isa. 5:22.

15. Not given to wine.—1 Tim. 3:3.

## TEMPERANCE RESPONSIVE READINGS

### TEMPLE-BUILDING

*Leader:* Every boy and girl is a temple. Can you tell me what the Bible says about this?

*Class:* Know ye not that ye are the temple of God, and that the Spirit of God dwelleth in you?—1 Cor. 3:16.

*Leader:* There is another verse that tells us we should keep these temples pure. Can you tell me why we should do this?

*Class:* For the temple of God is holy, which temple ye are.—1 Cor. 3:17. (*Then recite the following verses.*)

My body is a temple,  
To God it does belong;  
He bids me keep it for His use,  
He wants it pure and strong.

Whatever harms my body  
I will not use at all;  
Tobacco is one harmful thing,  
Another alcohol.

Into my mouth they shall not go,  
When tempted I will answer, "No,"  
And every day I'll watch, and pray:  
"Lord, keep me pure and strong always."

#### WHAT THE BIBLE SAYS OF DRUNKARDS

*Leader:* What does the Bible say of drunkards?

*Boys:* Woe unto them that rise up early in the morning that they may follow strong drink.—Isa. 5:11.

*Girls:* Woe unto them that are mighty to drink wine, and men of strength to mingle strong drink.—Isa. 5:22.

*Leader:* What does the Bible say shall become of drunkards?

*Boys:* Whatsoever a man soweth, that shall he also reap.—Gal. 6:7.

*Girls:* For the drunkard and the glutton shall come to poverty.—Prov. 23:21.

*Leader:* Is there a place in heaven for drunkards?

*All:* Nor thieves, nor covetous, nor drunkards, nor revilers, nor extortioners, shall inherit the kingdom of God.—1 Cor. 6:10.

#### TEMPERANCE QUOTATIONS

It would be well for the Juniors to memorize many of these gems. To vary a program, they may be used in response to the name at roll-call. Or they are good to use as a rest exercise. Let the leader give the name of the person and let

the class respond with the quotation, or the leader may give the quotation and the scholars tell whose it is.

1. Touch the goblet no more! It will make thy heart sore to its very core.—Longfellow.

2. Temperance in all things, especially in wine and words.—Louisa M. Alcott.

3. Many a time has a glass of whiskey wrecked a great ship.—Captain of a large steamship line.

4. I never use it. I am more afraid of it than of Yankee bullets.—“Stonewall” Jackson.

5. We beg of you to send us more Gospel and less rum.—Ugalla, a Congo native.

6. For thirty years I have been a temperance man, and I am too old to change.—Abraham Lincoln.

7. Every man who becomes a drunkard becomes so in trying to be a moderate drinker and failing.—John B. Gough.

8. I cannot consent, as your Queen, to take revenue from that which destroys the bodies and souls of my subjects.—Queen of Madagascar.

9. I am a total abstainer because I have always felt that I had a better use for my brains.—Edison.

10. Intemperance is a greater curse and calamity than war, pestilence, and famine.—Gladstone.

#### TEACHING TEMPERANCE THROUGH THE EYE

#### RIBBON ILLUSTRATION COMPARING THE LIQUOR TRAFFIC WITH OTHER ENTERPRISES

Use ribbons of various lengths, one inch of ribbon to each twenty-five million dollars.

*Foreign Missions:* \$25,000,000; 1 inch white ribbon.

*Christian Work*: \$200,000,000; 8 inches red, white, and blue ribbon.

*Public Education*: \$450,000,000; 18 inches flag ribbon.

*Tobacco*: \$800,000,000; 32 inches yellow ribbon.

*Liquor*: \$2,000,000,000; 80 inches red ribbon.

#### BUILDING ILLUSTRATION, SHOWING SAME COMPARISON

Draw pictures of five buildings, so proportioned that the size of each building will indicate the amount of money spent for a particular thing.

1. *Foreign Missions*: Represent by a chapel; frontage 2 inches, height 5 inches, depth 10 inches. Surmount chapel with cross.

2. *Church Work in the United States*: Represent by a church building; frontage 8 inches, height 10 inches, depth 10 inches. Add steeple.

3. *Public Education*: Represent by a schoolhouse; frontage 15 inches, height 12 inches, depth 10 inches. Surmount with flag.

4. *Tobacco*: Represent by tobacco warehouse; frontage 20 inches, height 20 inches, depth 10 inches.

5. *Liquor*: Represent by a saloon building; frontage 40 inches, height 20 inches, depth 10 inches.

Put appropriate lettering on each building, "Foreign Missions," "Church Work," etc.

#### FIGURE ILLUSTRATION

Make five charts, each representing a human figure, size to indicate the annual investment in each interest in the United States:

*Foreign Missions*: Man carrying uplifted cross in right hand. Bible in left hand. 16 inches tall.



*Church Work:* Typical figure of a preacher holding open Bible. 33 inches tall.

*Public Education:* Girl in cap and gown. 40 inches tall.

*Tobacco:* Figure of wooden Indian on pedestal, formerly used as tobacco sign. 54 inches high.

*Liquor:* Figure of a corpulent saloon-keeper or bartender, wearing apron. 72 inches tall.

In the foregoing illustrations it must be remembered that figures continually change; therefore they are not expected to be exact. They are, however, representative and indicate approximately the various amounts of money spent for these different things.

#### TWO OBJECT LESSONS

The following is an old illustration, but the boys and girls like it, and it often serves as a "clincher" to a lesson.

Hand a spool of fine thread to some boy, and let him show several times how easily he can break one thread. Next, while he holds his hands together, wrap the thread around four or five times, and tie. Then let him break it. It is not so easy as before (just as a growing habit becomes harder and harder to break). Now, while talking, wrap it around thirty times to represent a bad habit kept up for a month. The boy cannot break away now. Teach how at first sin may be easily broken away from, but each time it is committed it is a little harder to break. At first it is only a little

“white” lie; then it grows to be a daily habit. At first it is just disobeying mother a little bit; then more and more until no regard is paid to her wishes or commands. At first it is just taking a little thing that belongs to someone else, but the end may be prison. At first it is just a little drink of cider or beer—only one glass; at the end a drunkard’s grave. Bad habits grow strong just like good ones. In the same way, we can emphasize how good habits are formed; habits of truthfulness, honesty, obedience, studiousness, temperance, church attendance, Bible-reading, prayer, etc.

For another simple illustration that will make a temperance lesson practical and interesting to boys and girls, ask one boy to bring a biscuit, another a ruler, another a pencil, and another a tablet. This should be done the Sunday before, and in such a way as will create as much curiosity in the class as possible. Do not tell what will be done with these. When the lesson-time arrives, have some boy figure out how many biscuits would reach a mile if laid side by side, and then calculate how many times this band of biscuits would reach around the globe, if they were worth six for five cents and if the amount spent annually in the United States for intoxicants—\$1,250,000,000—was invested in biscuits. It is surprising how many times it would band the globe. This

will impress the amount wasted in strong drink in a way they will remember.

TEMPERANCE SONGS

THE BEST DRINK

(*Tune: "Good-Morning, Merry Sunshine."*)

The best drink for the children

Is water clear and bright;

In all the springs it bubbles

And sparkles in the light.

It flows through greenest meadows,

For thirsty flowers and trees;

And birds, and lambs, and rabbits,

Have all the drinks they please.

So if this clear, cool water

Is best for birds and flowers,

It must be best for everyone

In this dear land of ours.

Then sparkling water I will drink,

So fresh, and pure, and free,

And every day I'll thank the Lord

For sending it to me.

VOTE FOR LOCAL OPTION

(*Tune: "Tramp, Tramp, Tramp, the Boys Are Marching."*)

Vote, vote, vote for local option,

Vote to banish the saloon,

Vote against the awful curse,

Growing every year the worse,

For we have no further use for the saloon.

This is a good chorus to drill on before election.

THE PLEDGE THAT MAKES US FREE  
(Tune: "Marching through Georgia.")

Oh come on, boys, and join our ranks,  
And sing another song;  
Sing it with a spirit that will move the world along;  
Sing it as the victor sings who triumphs over wrong,  
The cigarette must go now for ever.

*Chorus:*

Hurrah! hurrah! we bring the jubilee.  
Hurrah! hurrah! the pledge that makes us free.  
So we'll sing the chorus;  
Let us sing it out with glee,  
The cigarette must go now for ever.

As soldiers we will loyal be,  
And battle for the right,  
To drive the demon from the land we'll work with all  
our might.  
Come, give to us a helping hand, and join us in the  
fight,  
The cigarette must go now for ever.  
—Mrs. C. B. Bullock in the Boys' Magazine.

GOD BLESS OUR CAUSE  
(Tune: "America.")

God bless our sacred cause!  
We plead for righteous laws,  
Our homes to shield.  
Our land has suffered long,  
From an accursèd wrong,  
Whose roots are deep and strong,  
Nor do they yield.

Now let the people come  
 And vote for God and home,  
 And temperance laws.  
 Long have we been aggrieved,  
 We'll be no more deceived,  
 Our land must be relieved!  
 God bless our cause.

TEMPERANCE RECITATIONS

WHERE THERE'S DRINK, THERE'S DANGER

(It was the wish of Miss Willard that every boy and girl in the land would commit these verses to memory.)

Write it on the workhouse gate,  
 Write it on the schoolboy's slate,  
 Write it on the copy-book,  
 That the young may often look,  
*"Where there's drink, there's danger."*

Write it on the churchyard mound  
 Where the rum-slain dead are found,  
 Write it on the gallows high,  
 Write for all the passers-by,  
*"Where there's drink, there's danger."*

Write it on the nation's laws,  
 Blotting out the license clause;  
 Write it on each ballot white,  
 So it can be read aright,  
*"Where there's drink, there's danger."*

Write it on the ships that sail,  
 Borne along by storm and gale;  
 Write it large in letters plain  
 Over every land and main,  
*"Where there's drink, there's danger."*

Write it over every gate,  
On the church and halls of state,  
In the heart of every band,  
On the laws of every land,  
*"Where there's drink, there's danger."*

#### A NOVEL ANTI-SALOON LESSON

This exercise was prepared by the Tennessee Anti-Saloon League and, if properly carried out, should not fail to be impressive. Fifteen children march in and take their places, each one carrying, in such a manner as to conceal it from view, a letter of the alphabet. On taking their places, they all say in concert, "The Saloon Must Go." Then, one by one, they repeat the following reasons:

1. Because it makes little children go hungry and cold.
2. Because it hushes their laughter and banishes their joy.
3. Because it denies them a chance to live.
4. Because it changes love to hate and kindness to cruelty.
5. Because it robs many a home of its happiness.
6. Because it breaks many a mother's heart.
7. Because it is a snare in the pathway of every boy.
8. Because it is a menace to the happiness of every girl.
9. Because it makes drunkards and criminals.
10. Because it fills the poorhouse and jails.
11. Because it is a man-trap and a death-trap.
12. Because it destroys both body and soul.

13. Because it is the enemy of all that is good and the friend of all that is bad.

14. Because it is a sin against God and a crime against humanity.

15. Because the curse of God is on it.

Then as the last reason is given, the children suddenly hold up and present to view in their proper order the letters they carry, which spell out the motto, "The Saloon Must Go."

#### WHY AND BECAUSE

*Boys:* Wine that is beautiful, wine that is red,  
Why must I shun it with fear and dread?

*Girls:* Because, "At the last it biteth like a serpent,  
and stingeth like an adder."—Prov. 23: 32.

*Boys:* Why, when it moveth itself aright,  
Must I not look at the tempting sight?

*Girls:* Because, "Wine is a mocker."—Prov. 20: 1.

*Boys:* Why shall we stand, though it rage and mock,  
As straight as a line and as firm as a rock?

*Girls:* Because, "We will drink no wine."—Jer. 35:6.

#### TEN TEMPERANCE BOYS

One temperance boy to his work so true,  
Pledged another boy and then there were two.

Two bright temperance boys, from bad habits free,  
Got another boy to join them, then there were three.

Three happy temperance boys, never drank nor swore,  
Taught a boy he must not smoke, and then there were  
four.

Four sturdy temperance boys, to their work alive,  
Helped another boy be good, and then there were five.

Five young temperance boys, eyes so very bright,  
Soon started number six on the road to right.

Six jolly temperance boys, looking up to heaven,  
Cheered a playmate on the way, and then there were  
seven.

Seven strong temperance boys, all rum they hate,  
Told a fellow of the wrong, then there were eight.

Eight cheery temperance boys, touch not, taste not wine,  
Asked a schoolmate not to drink, then there were nine.

Nine fine temperance boys, learned the truth, and then  
Told it to another boy—so there were ten.

Ten loyal temperance boys, working hand in hand  
To drive strong drink away from our native land,  
Ask you all to help them, work with all your might,  
Never fear nor falter; God is with the right.

#### A RUMSELLER'S PLEA

(A Recitation.)

Wanted some bright boys, full of cheer,  
To stand at my counters as drinkers of beer,  
To fill up the ranks, without further delay,  
Of the army of drunkards now passing away.  
A hundred thousand a year will just supply  
The loss to our trade from the drunkards who die.  
Send those who can toil, or who have wealth to bestow,  
For profits are small on old drunkards, you know;  
Let them come from the shop, the school or the home,  
We'll welcome them all, whoever may come.



Let mothers surrender their sons to our cause,  
And fathers keep voting for "good" license laws;  
For if you will vote to keep running the mill,  
You must furnish the grist, or the wheels will stand  
still.

TEMPERANCE VERSES

God gave me this good body  
To grow both strong and tall;  
Tobacco only spoils it,  
And so does alcohol.  
Into my mouth they'll never go,  
When tempted I will answer, "No."

Cigarettes, they say, are harmless,  
Just a tiny little roll!  
But the appetite they awaken  
Soon might get beyond control,  
And tobacco chains would bind us,  
Slaves in body mind, and soul.

Cherish your body, for God made it great;  
It has a guest of might and high estate;  
Keep the shrine noble, handsome, high, and whole,  
For in it lives God's work, a kingly soul.

For right and light, e'en girls can fight,  
Example, work, and prayer unite,  
And help to bless the world so wide,  
By standing on the Temperance side.

Pure cold water—that's the drink for me;  
I stand for temperance, from King Alcohol I'm free!

From drink with its ruin, and sorrow and sin,  
I surely am safe if I never begin.

Water bright and pure and precious,  
Quenches thirst and does refresh us;  
That's the drink for me.

My body is God's, for He gave it  
All pure, and He made it for use;  
He wants me to keep it and save it,  
From all kinds of harm and abuse.

Here's a hand to the boy who has courage  
To do what he knows to be right;  
When he falls in the way of temptation  
He has a hard battle to fight.  
Who strives against self and his comrades  
Will find a most powerful foe;  
All honor to him if he conquers,  
A cheer for the boy who says, "No!"

My little bow of white  
Will help me to do right.  
If tempted wrong to do,  
I'll bravely answer, "No";  
I'll live aright each day,  
If I both watch and pray.

The drunkards will all be dead,  
And I'll tell you the reason why:  
Young temperance workers they'll grow up  
As fast as the drunkards die.

Every time that we yield to temptation,  
It is easier for us to do wrong;  
Every time we resist temptation,  
It is easier for us to be strong.

Just as I am, young, strong, and free,  
To be the best that I can be,  
For truth and righteousness and Thee,  
Lord of my life, I come, I come.

## TEMPERANCE YELLS FOR JUNIORS

Who wants our whole country dry?

I! I! I!

Who to make it so will try?

I! I! I!

Who are we? Who are we?

Young Campaigners! don't you see!

Shout for victory! Strike the blow!

The liquor traffic must surely go!

These selections and exercises may be used to vary the usual program, and as the boys and girls carry home the little verse, the yell, the song, they are scattering seeds of temperance that must bear fruit somewhere, some day.

## CHAPTER XIII

### BIBLE GEOGRAPHY

IN teaching this subject we begin with what the Juniors already know of geography, then lead them gradually to the unknown or new field. No geography is taught in the lower grades of the Sunday-school, so we have little on which to build, except the scholar's knowledge of his own country.

We first talk about New Hampshire; then learn that Palestine, the native land of Christ, is about the same shape, and is in size approximately equal to Maryland. Then, just as this country is divided into states, so Palestine was divided into four main divisions. And just as the people of our country in the Eastern states differ from those in the West, and the Southerner is unlike either, so those who dwelt in those provinces or divisions were not like one another. In the Northern province, Galilee, the population was a mixture of Jews and Gentiles; it was the "Far West" of Palestine. In Samaria dwelt another "mixed" class, the Jewish-Assyrian, and these had little in common with strict Jews. The Jewish aristocracy, the pure-blooded Jews, lived in Judæa. In Peræa, the province east of the Jordan River, were mixed races and many farmers and shepherds.

The main water-bodies of Palestine are next learned, and now we may begin drawing. Do not use a regular printed map. There are so many things on it that it is confusing. The untrained mind cannot grasp the details clearly. Draw a map on the blackboard or on heavy paper, and place on it only such points as you study. It will be a help in fixing these points in the memory if you will use the Palestine geography song, locating the different places as they are mentioned:

## PALESTINE GEOGRAPHY SONG

(*Tune: "Maryland, My Maryland."*)

First the line of coast we make,  
Merom, next, a marshy lake;  
Then the Sea of Galilee,  
Exactly east of Carmel, see.  
The Jordan River flows through both,  
To the Dead Sea on the south,  
While the Great Sea westward lies,  
Stretching far as sunset skies.

After this verse has been learned, and the map drawn up to this point, add the dividing lines between provinces, and teach the second verse:

The country south is old Judæa,  
While on the east is wild Peræa;  
Samaria, then, out to the west,  
Reaching up to Carmel's crest;  
And then comes dear old Galilee;  
Phœnicia, bordering on the sea,  
While Bashan, eastward to be seen,  
Completes the land of Palestine.

Next add some noted mountains, such as Calvary, north of Jerusalem; Mount Hermon, thirty miles north of the Sea of Galilee, with Mount Lebanon a little to the northwest on the nearer side of Jordan; the Mount of Olives, east of Jerusalem; Mount Nebo, from which Moses viewed the land of Canaan, in Peræa just north of the Dead Sea; Mount Carmel, familiar through stories of Elijah and Elisha, just west of the Sea of Galilee on the coast. The third verse of the geography song will help to place these in mind:

Looking northward, you may view  
Lebanon, and Hermon, too,  
Carmel, and Gilboa, grim,  
Tabor, Ebal, Gerizim;  
Near Jerusalem we see  
Olivet and Calvary.  
Judæa's hills rise south and west  
Of lonely Nebo's lowering crest.

Cities will come next. With Jerusalem for a starting-point, we go six miles south to Bethlehem and mark the birthplace of Jesus. Returning to Jerusalem, we strike north for seventy miles and reach Nazareth, in Galilee, the home of his boyhood. Later we travel two miles southeast of Jerusalem, where we come to Bethany. We stay there for a while and talk over what happened to Mary, and Martha, and Lazarus. Then we surely want to walk eight miles west of Jerusalem

to Emmaus, and listen while the two disciples and Jesus talk together as they journey over that road on the wonderful first Easter day. Jericho is in the opposite direction, northeast of Jerusalem, and it is twice as far from our starting-point as is Emmaus. We like to go over this road and recall the stories of the Good Samaritan and of Zacchæus; then we cross over the Jordan and stop at Bethabara, near where Jesus was baptized.

While in Galilee we will want, of course, to tarry long enough to locate the town of Nain. There Jesus stopped the funeral procession of the young man who was the only son of his mother—and she a widow—and turned their mourning into great joy by restoring the son to life. Then we must not forget Cana, northeast of Nazareth, where the first miracle was performed; and Capernaum, about ninety miles northeast of Jerusalem, where Jesus made his home during his Galilæan ministry. Thence we cross the Sea of Galilee to Bethsaida, where he fed the five thousand people. And at Sychar, near Shechem, about halfway on the road to Nazareth—we must mark the spot where Jesus sat on the well-curb to rest while the disciples went into the village to buy food, and the Samaritan woman came and heard from Jesus of the water of life which it was in his power to give.

The fourth verse of the song will be found help-

ful to use in connection with these cities and towns:

On Zion stands Jerusalem,  
Six miles south is Bethlehem;  
On Olive's slope is Bethany,  
Bethabara, by Jordan, see.  
Our Saviour drank at Sychar's well,  
Of boyhood's days let Nazareth tell.  
At Cana, water turned to wine  
Showed our Lord to be divine.

The teacher who would present Bible geography to her class in an interesting, intelligent manner, must first know something of the subject. The above is largely from Prof. Hamill's Teacher-Training lessons, adapted to suit the requirements of the Junior Department.

There are many other points to place on the map, but these will be determined by your own particular class. We have so little time for all there is to do that this work is often crowded out. But a knowledge of Palestine is such a great help in understanding many of the Bible incidents, and in making the stories more real because we can locate the exact places, that we ought to give our Juniors the benefit of the map-study. Three minutes a Sunday spent in a geography drill, and one point firmly fixed in the mind each week, will mean fifty-two biblical geography facts learned in one year. Can we afford to miss this opportunity?



## MAP-DRAWING

There is no more simple outline than Palestine to draw; and the boys and girls have learned to draw "first the line of coast," then the other places, while singing the Palestine geography song. This always makes a good number for a graduation or a promotion program. No matter if the maps are crude, the mere act of making them has educative value.

Acting on the principle that "we understand by comparison," this method of giving an intelligent knowledge of the distance between two points has been successfully tried: Attention is called to any landmark—a hill or park or building—about two miles distant from the church; "Bethany is just the same distance from Jerusalem." Some scholar is asked to find out how far away a certain familiar town is and to report the following Sunday; "this is just the distance Nazareth, or Jericho, or Capernaum, is from Jerusalem." Such a method of comparison has made Palestine more real not only to Juniors but to adults as well. The geography of the entire Bible may be treated in the same way.

In the "Junior Workers' Quarterly" are given Paul's early life and his first missionary journey in rhyme. This is to be sung to the familiar hymn-tune, "Anywhere with Jesus I Can Safely

Go," and one member of the class points out the places on the map as the song is sung.

#### PAUL'S FIRST MISSIONARY JOURNEY

Paul was born in Tarsus; here we see the place;  
Then to great Jerusalem the way we will trace;  
Here the Law he studied, and with bitter hate  
Hurried Christian martyrs to a cruel fate.

Next he sought Damascus, that he might waylay  
Those who loved the Saviour; but upon the way  
Jesus called from heaven; Paul obeyed the call,  
From that very moment giving Christ his all.

Into far Arabia, see him now depart;  
There for useful service, God prepared his heart;  
At Antioch in Syria see him then appear;  
Our sweet name of Christian first is given here.

Two Apostles chosen, Barnabas and Paul,  
For a mission journey, preaching Christ to all;  
On the Mediterranean see them sail away  
To the isle of Cyprus, and at Paphos stay.

Then again they traveled over deep-blue waves,  
Till they came to Perga, preaching, "Jesus saves."  
Then another Antioch heard the joyful sound,  
Gentiles gladly hearing, life eternal found.

There and in Iconium evil hearts were stirred,  
Angry Jews refusing Jesus and His word;  
Onward then to Lystra, helping, healing still;  
First the people worshiped, then they tried to kill.

Paul next went to Derbe with the Gospel light,  
All the true believers in a church unite;  
Speaking of our Saviour, telling of His grace,  
Glad to spread the Kingdom still from place to place.

Then returned through Lystra and Iconium by the way  
Of Antioch, whence angry Jews had driven them away;  
From Attalia sailing, back to Antioch they came,  
To report what God had done and glorify His name.

*Chorus:*

Anywhere! Everywhere! Fear they did not know;  
For the Holy Spirit guided where to go.

BIBLE GEOGRAPHY DRILLS

In regard to teaching biblical facts, Mr. Herbert Moninger has said, "Do not be afraid of drilling too much. These facts will be a part of your life's treasures, so grasp them tight." If, then, we teach one definite fact or event in connection with each of the following places, not trying to crowd the work so rapidly that the pupils fail to get the thought clearly, and, by repeated review, so fix the place and the fact or event in mind that they will always be associated one with the other, we are laying a good foundation of outline facts. And such drill-work is so interesting! The Juniors delight in concert recitations of this sort. The teacher should be well prepared and not for a second let the review drag, nor let it run over into the time belonging to some other part of the program. This list is only suggestive; it can be greatly enlarged by the teacher after the facts as here given have been learned.

## BIBLICAL FACTS AND EVENTS

Tell some Bible fact or event connected with:

- Bethlehem. (Birthplace of Jesus.)
- Antioch. (Where the disciples were first called Christians.)
- Babylon. (Daniel in the lions' den.)
- Cana. (Where Jesus' first miracle was performed.)
- Damascus. (Paul's conversion.)
- Egypt. (Where Israelites were enslaved.)
- Jericho. (Walls fell down when Israelites marched around.)
- Bethany. (Home of Lazarus, and Mary, and Martha.)
- Jerusalem. (Capital city of the Jews.)
- Capernaum. (One of the homes of Jesus.)
- Emmaus. (With Jesus on the first Easter.)
- Hebron. (City of Refuge.)
- Tarsus. (Birthplace of the Apostle Paul.)
- Mount Sinai. (Giving of tables of stone to Moses.)
- Jordan River. (Baptism of Jesus.)
- Sea of Galilee. (Jesus walking on the water.)
- Mount Hermon. (Transfiguration.)
- Olivet. (Ascension.)
- Nazareth. (Boyhood home of Jesus.)
- River Nile. (Rescue of the infant Moses.)
- Nain. (Raising of young man to life.)
- Mount Lebanon. (Noted for fine cedars.)
- Mount Moriah. (Mount on which the Temple stood.)
- Red Sea. (Israelites crossed dryshod.)
- Mount of Beatitudes. (Scene of the Sermon on the Mount.)
- Mount Carmel. (Elijah called down fire from heaven.)
- Bethabara. (Baptism of Jesus.)
- Bethsaida. (Feeding of the five thousand.)
- Sychar. (Woman of Samaria and Jesus.)

- Eden. (First home of man.)  
 Mount Ararat. (Where the Ark rested.)  
 Mount Gilboa. (Scene of King Saul's death.)  
 Calvary. (Crucifixion.)  
 Gethsemane. (Place of betrayal of Jesus.)

## AN ALPHABETICAL LIST OF BIBLE PLACES

In this exercise the teacher reverses the order and gives the incident connected with the place.

- |  |                       |
|--|-----------------------|
| Where were the people first called Christians?             | <b>Antioch.</b>       |
| Where was Jesus born?                                      | <b>Bethlehem.</b>     |
| Where did Jesus perform his first miracle?                 | <b>Cana.</b>          |
| Near what city was Paul converted?                         | <b>Damascus.</b>      |
| A garden God planted?                                      | <b>Eden.</b>          |
| A name for the visible heavens?                            | <b>Firmament.</b>     |
| A wicked city destroyed by fire from heaven?               | <b>Gomorrhah.</b>     |
| A city where Paul and Barnabas preached?                   | <b>Hebron.</b>        |
| One of the cities of refuge?                               | <b>Iconium.</b>       |
| The Holy City?   | <b>Jerusalem.</b>     |
| The place from which Moses sent the twelve spies?          | <b>Kadesh-barnea.</b> |
| A mountain noted for its fine cedars?                      | <b>Lebanon.</b>       |
| Ruth's native land?  | <b>Moab.</b>          |
| The boyhood home of Jesus?                                 | <b>Nazareth.</b>      |
| A land from which Solomon brought material for the Temple? | <b>Ophir.</b>         |
| The home of the Jews?                                      | <b>Palestine.</b>     |
| A city where Paul preached while a prisoner?               | <b>Rome.</b>          |

The mountain where the Command-  
ments were given?

**Sinai.**

Paul's native place?

**Tarsus.**

The land where Job lived?

**Uz.**

A place where Ezekiel saw a vision of  
dry bones?

**Valley.**

Where the Israelites wandered forty  
years?

**Wilderness.**

The mount on which the Temple was  
built?

**Zion.**

## CHAPTER XIV

### THE USE OF HANDWORK

HANDWORK is the method by which our boys and girls give expression to their impressions. And this can be done even where the leader exclaims, "But we have nothing to work with!" While an equipment of table, sand-tray, cabinet, and other paraphernalia is helpful, still such things are not absolutely essential. The character of the work done will depend upon the size of the class, the age and the ability of the pupils, and the place of meeting. For instance, in a graded Sunday-school room where each small class gathers around a table of its own, several different kinds of handwork might be carried on at the same time. But in a department where no grading is attempted, and where the boys and girls do not sit at tables, something different must be undertaken. In this, as in all other departments of the work, we need to exercise much consecrated common sense and be practical, adopting for our own particular class that which we can best do. After all, there are few forms of handwork that cannot be done in some fashion, even under apparently adverse conditions. For a full and complete treat-

ment of this subject, read Littlefield's "Handwork in the Sunday-School."

### MODELING

The sand-table is a familiar help of the Primary and Beginners' teacher, and the Junior worker will find it most useful in her department. If you cannot afford a large table, use one or more shallow granite-ware pans. Do not use tin; the damp sand will rust it. Small wooden trays will answer the same purpose. If you can have one for each pupil, so much the better. In these they can make maps, locating the important places, and then trace journeys from point to point. If you have but one tray, do not do the work yourself, but let the scholars model the maps. Forests may be built of twigs, towns of tiny building-blocks, and roads of colored paper. Little pieces of glass or blue paper may represent lakes and rivers, while tooth-picks may stand for men and women. One of Paul's journeys treated in this way will never be forgotten; it is also very helpful in following the footsteps of Jesus.

Clay, putty, plasticine, and paper pulp are used for relief maps. These materials are also used in forming a great variety of objects—models of oriental articles, such as a water-jar, an altar, a candlestick, a hand-mill, a sheepfold, and so on.

Many models can also be made of wood, card-



board, or other material. The work, however, is not to be done in class, but at home during the week. A flat-roofed oriental house, with upper rooms and outside stairway, may be made from cardboard boxes. Let the leader first make one, and then have the Juniors make their own at home, improving on hers if possible. I have in mind a class of ten-year-old boys in a mission Sunday-school who did this, and they produced some excellent models. They colored the houses with crayons, cut windows and doors, and one even added a gravel roof!

A sheepfold is made in the same way. Pictures of these may be found in lesson-helps, Bible dictionaries, and other such books.

A hand-mill may be made of wood or cardboard, and a tent fashioned out of cardboard or cloth. A Bible scroll is represented by a strip of paper rolled on two pencils or round sticks. The sling of David, the sword of Gideon, a well-curb, scourge, shepherd's crook, sandal, bed, and many other articles are all within the ability of the average Junior to produce, and anything of this kind which he or she has actually made is never forgotten. We are reaching the soul through the *hand-gate*.

A rather elaborate piece of work, but one by no means beyond the ability of the older Juniors, is a model of the Temple, with its furniture. A

little more simple one is a model of the Tabernacle. The girls have a big part in this in making the curtains.

#### MAP-MAKING

Symbols of events connected with certain localities may be cut from paper and fastened to the proper places on outline maps, either home-made or purchased. For instance, a star might mark Bethlehem, a water-jar be placed on Cana, a Temple at Jerusalem, and so on.

#### BIBLE-MARKING

Bible-marking is another form of handwork. Each Junior, of course, should have his own Bible, and will take pride in marking it neatly. Let the leader first mark hers, and then have the Juniors copy her lines.

There are a variety of ways in which the marking may be done. "Underlines" are horizontal lines underneath words or whole verses. "Railways" are diagonal lines connecting words or thoughts in different parts of a page. Vertical lines, single or double, may be used in the margin opposite some passage. A striking word or phrase may have a line drawn around it, or each letter may be carefully traced in ink so as to make a text stand out prominently. Encourage the Juniors always to use a fine pen and a small ruler.

This will help to preserve the neat appearance of their Bibles.

### STORY INTERPRETATION

Story interpretation by pictures and Scripture texts selected by the boys and girls, is a familiar style of handwork. The Christmas and Easter stories are particularly suitable. So also are many of the other Bible stories. The Prodigal Son is a popular subject, and many are the interesting interpretations which it receives. The Creation is easy to illustrate. Let each make a book for himself, using his own Bible to find the order of the created things. A very complete one was made of seven circular cards cut about twelve inches in diameter. They were tied together with a bunch of rainbow colored ribbons through holes punched for the purpose. The first circle was black on one side and silver on the other, to represent the round earth when everything was dark and black until God said, "Let there be light." The second day's work was pictured by a blue-covered circle, and the third with green. The fourth-day circle was white with a golden sun and a silver moon and stars pasted on it. The fifth was covered with birds and fish, and the sixth with animals and a man. The seventh was bright gold, to represent the best day of the week.

## BIOGRAPHICAL BOOKLETS

The Juniors enjoy biography and will take much delight in making a series of biographical booklets, not only of Bible characters, but also of some of the missionary and temperance heroes.

## HYMN ILLUMINATION

The illumination of hymns is still another form of the same work. This may be done on loose leaves, which are later tied together between pretty handmade covers, the covers to be of cardboard or heavy paper. The title and the name of the one making it will appear on the front. Ordinary composition books may be used, but the portfolio style is more pleasing.

## NARRATIVE WORK

Narrative work is particularly suited to this age. This provides for the writing out of the lesson story, and its illustration by pictures or free-hand drawings. In Sunday-schools where the Graded Lessons are used, the regular course of study includes such work.

If the Junior boy and girl does nothing else in the line of narrative work, each should make an illustrated life of Christ, and one of Paul. Perry, Brown, or Wilde pictures are good to use for these. Better still are the New Testament

pictures published by the American Sunday-School Union.

To quote Rev. Milton S. Littlefield: "Handwork properly employed is not antagonistic to the spiritual aim and emphasis. On the contrary, it serves the spiritual aim directly in proportion as it makes vivid the facts out of which the moral impulse is derived. The end of the teaching process is a moral impulse to reproduce in life the principles embodied in the story or incident or character under discussion. Handwork will make vivid the facts; oral discussion will make clear the meaning of the facts."

## CHAPTER XV

### DRILLS AND CONCERT EXERCISES

THE Juniors are old enough to learn many simple outlines of biblical facts and history. If this information is given in the form of drills and concert exercises, not too much being attempted at any one time, and then the points are fixed firmly in mind, through repeated reviews, our boys and girls will leave the department with a better and a clearer knowledge of Bible facts than is possessed by many college graduates.

From three to five minutes each Sunday is sufficient time to spend on this work. A brief word of explanation as to the circumstances connected with an event which has made a place famous, or as to the character of the individual which has won for him a descriptive appellation, ought always to be given by the leader.

As a "rest exercise," when, for any reason, the scholars are tired or restless, the use of drills has been found of benefit in restoring order. Never let such work drag. Your scholars immediately lose their interest when you allow yours to lag. By various means arouse their curiosity and so hold the attention. A lively session is always

possible when the boys and girls are in competition as to which shall most quickly answer a question or locate a reference. Such work ought not only to result in an increased fund of Bible knowledge, but be an incentive to further study.

### A CHARACTER DRILL

#### WHO WAS THE

Meekest man?	Moses.
Strongest man?	Samson.
Oldest man?	Methuselah.
Most patient man?	Job.
Father of the faithful?	Abraham.
Child of promise?	Isaac.
First Christian martyr?	Stephen.
Beloved physician?	Luke.
Forerunner of Jesus?	John the Baptist.
Wiseest man?	Solomon.
First king of the Jews?	Saul.
Weeping prophet?	Jeremiah.
Gospel prophet?	Isaiah.
Brave queen?	Esther.
Anxious housewife?	Martha.
Sweet singer of Israel?	David.
Beloved disciple?	John.
Apostle to the Gentiles?	Paul.
Traitor?	Judas.
Wall-builder?	Nehemiah.
Builder of the Ark?	Noah.
Good king?	Hezekiah.
Supplanter?	Jacob.
"Rock" Apostle?	Peter.
Guileless Israelite?	Nathanael.

## GEOGRAPHY DRILL

## WHERE WAS

Jesus born?	Bethlehem.
Jesus' boyhood home?	Nazareth.
Jesus baptized?	River Jordan.
Jesus' first miracle performed?	Cana of Galilee.
Jesus' city during the last three years of his life?	Capernaum.
Jesus when he fed the five thousand?	Bethsaida.
Jesus betrayed?	Garden of Gethsemane.
Jesus crucified?	Calvary.
Paul born?	Tarsus.
Moses born?	Egypt.
The cradle of Moses put?	River Nile.
The place where the disciples were first called Christians?	Antioch.
The home of the Jews?	Palestine.
The Law (ten commandments) given to Moses?	Mount Sinai.
The Temple built?	Jerusalem.
Daniel put into the den of lions?	Babylon.
The first home of Adam and Eve?	Garden of Eden.

## A BIBLE FACT DRILL

## WHAT

Was the length of a Sabbath day's journey?	$\frac{3}{4}$ of a mile.
Price did Joseph's brothers receive for selling him?	20 pieces of silver.
Did Judas receive for betraying Christ?	30 pieces of silver.



Book in the Bible does not contain the word "God"?	Esther.
Little man climbed up a tree that he might see Jesus?	Zacchæus.
Was Jesus' trade?	Carpenter.
Was Paul's trade?	Tentmaker.
Was Peter's occupation?	Fisherman.
Prophet was fed by the ravens?	Elijah.
Sea did Moses lead the Israelites across?	Red Sea.
River did Joshua lead the Israelites across?	River Jordan.
City fell when the Israelites marched around it thirteen times?	Jericho.
Was the Holy City?	Jerusalem.
Man did God send to lead the Israelites out of Egypt?	Moses.
Did God send upon the Egyptians, so that they were willing to let the Children of Israel go?	Ten plagues.
General led the Israelites from the Wilderness into the Promised Land?	Joshua.
Is the hymn book of the Bible?	Psalms.
Man went against a great army, and with only three hundred men won the battle?	Gideon.
Prophet caused a piece of iron to swim?	Elisha.

## CHARACTER ALPHABET

## WHO WAS

The first man?	Adam.
Jacob's youngest son?	Benjamin.
The first murderer?	Cain.
Cast into a den of lions?	Daniel.
Fed by the ravens?	Elijah.
The governor before whom Paul was tried?	Felix.
Killed by a shepherd boy with a stone?	Goliath.
The mother who gave her baby boy to the Lord?	Hannah.
The man known as the "Gos- pel Prophet"?	Isaiah.
The forerunner of Jesus?	John the Baptist.
King Saul's father?	Kish.
Abraham's nephew?	Lot.
The oldest man?	Methuselah.
Told by Jesus that he must be born again?	Nicodemus.
The man who hid and cared for a hundred prophets?	Obadiah.
The Apostle to the Gentiles?	Paul.
The woman that came a great distance to question King Solomon?	Queen of Sheba.
Jacob's eldest son?	Reuben.
Dedicated to the Lord by his mother?	Samuel.
The disciple that doubted?	Thomas.
The king that was smitten with leprosy?	Uzziah.
The beautiful queen who pre- ceded Esther?	Vashti.

It that came from the East to  
 worship the infant Jesus? Wise Men.  
 The father of James and  
 John? Zebedee.

A JUNIOR ALPHABET

DESCRIBING DESIRABLE AND UNDESIRABLE TRAITS

(May be written on blackboard or stenciled on muslin.)

WANTED—Juniors

The kind we need:

Amiable  
 Busy  
 Cheerful  
 Devoted  
 Economical  
 Friendly  
 Generous  
 Honest  
 Industrious  
 Joyful  
 Kind  
 Loyal  
 Magnanimous  
 Noble  
 Orderly  
 Patient  
 Quiet  
 Real  
 Submissive  
 Temperate  
 Upright  
 Valorous  
 Wholesome  
 Xemplary  
 Young  
 Zealous in good works

WANTED—Juniors

The kind who need us:

Avaricious  
 Boastful  
 Cruel  
 Dishonest  
 Envious  
 Fraudulent  
 Greedy  
 Hateful  
 Indolent  
 Jealous  
 Knavish  
 Lazy  
 Merciless  
 Negligent  
 Oppressive  
 Profuse  
 Quarrelsome  
 Rash  
 Selfish  
 Trifling  
 Unjust  
 Vengeful  
 Wicked  
 Xtravagant  
 Yielding  
 Zealous in evil deeds

## CHAPTER XVI

### SONGS AND HYMNS

ONE of the most important duties of the Junior leader relates to the choice of hymns and tunes for the song service. The use of hymn books should be encouraged. Care should be taken to select a book which contains some of the old church hymns. Hymns should be, and are, one of the greatest influences for good; but the silly, senseless twaddle which is sometimes heard in Junior Departments cannot build up the character of the singer. The hymns which are memorized at this age should be taught with the thought in mind that they will be lifelong possessions. Even though the teacher, the lesson, and even the school itself, be forgotten, the music will remain in the heart of the pupil, buried perhaps for years, under the accumulation of other things, but still alive and ready to come forth with the needed lesson of hope, encouragement, or warning in time of disappointment, temptation, or danger.

The great character-making hymns should take precedence over the pretty little songs in which the Primary children delight, or the rollicking ragtime airs which are so quickly learned and as

quickly worn out. Why use anything but the best? The Juniors love, and are capable of appreciating, a class of hymns which to those who have not tried them seem beyond their understanding. They learn more of the Gospel message and of the great truths of Christianity from hymns than from any other source except the Bible. Where can we find a better picture of the heavenly home than in "Jerusalem, My Happy Home," or in "Jerusalem the Golden"? And what is a stronger temperance hymn than "My Soul, Be on Thy Guard"? And where can we find better Christmas hymns than "Hark! the Herald Angels Sing," "While Shepherds Watched Their Flocks by Night," "O Little Town of Bethlehem," "It Came upon the Midnight Clear," or "Joy to the World, the Lord is Come"? And for Easter, instead of a song about the flowers awakening, try "Christ the Lord Is Risen Today." For missionary hymns can we find anything that excels "Jesus Shall Reign Where'er the Sun," "From Greenland's Icy Mountains," or "The Son of God Goes Forth to War"? For praise hymns, what are better than "When Morning Gilds the Skies," "Glorious Things of Thee Are Spoken," "O Day of Rest and Gladness," "Awake, My Soul, and with the Sun," or "Holy, Holy, Holy"? Hymns of conquest appeal strongly to this age; such as, "Onward, Christian Soldiers," "Stand

Up, Stand Up, for Jesus," and "The Son of God Goes Forth to War." Then there are the evening hymns which can be memorized and used in their private devotions. What can be found to surpass "Now the Day Is Over," "Abide with Me," "All Praise to Thee, My God, This Night," or "Jesus, Lover of My Soul"?

A part of the teacher's equipment might well be one or more books on hymnology. In these may be found interesting incidents connected with the lives of hymn writers, or the circumstances under which particular hymns were written. These may be related in connection with learning the hymns.

In addition to the hymns already mentioned, the following are all within the understanding of the Juniors, and have been used by them:

Rock of Ages.

Coronation.

Love Divine, All Love Excelling.

Fling Out the Banner.

Angel Voices Ever Singing.

The Spacious Firmament on High.

There's a Wideness in God's Mercy.

When I Survey the Wondrous Cross.

How Sweet the Name of Jesus Sounds.

Nearer, My God, to Thee.

Come, Let Us Join Our Cheerful Songs.

Guide Me, O Thou Great Jehovah.

Just as I Am, without One Plea.

Yield Not to Temptation.

## CHAPTER XVII

### BIBLE VERSES FOR SPECIAL TIMES

#### DAY

The day is thine, the night also is thine:  
Thou hast prepared the light and the sun.—Ps. 74:16.

#### NIGHT

The heavens declare the glory of God;  
And the firmament showeth his handiwork.  
Day unto day uttereth speech,  
And night unto night showeth knowledge.—Ps. 19:1, 2.

And there shall be no night there;  
And they need no candle, neither light of the sun;  
For the Lord God giveth them light:  
And they shall reign for ever and ever.—Rev. 22:5.

#### SPRING

The winter is past,  
The rain is over and gone;  
The flowers appear on the earth;  
The time of the singing of birds is come.—Song of  
Songs 2:11, 12.

He that goeth forth and weepeth, bearing precious seed,  
Shall doubtless come again with rejoicing,  
Bringing his sheaves with him.—Ps. 126:6.

#### SUMMER

Thou hast set all the borders of the earth:  
Thou hast made summer.—Ps. 74:17.

## AUTUMN

While the earth remaineth, seedtime and harvest . . .  
shall not cease.—Gen. 8:22.

Whatsoever a man soweth, that shall he also reap.—  
Gal. 6:7.

The earth bringeth forth fruit of herself;  
First the blade, then the ear,  
After that the full corn in the ear.  
But when the fruit is brought forth,  
Immediately he putteth in the sickle,  
Because the harvest is come.—Mark 4:28, 29.

## WINTER

He saith to the snow,  
Be thou on the earth.—Job 37:6.

Wash me, and I shall be whiter than snow.—Ps. 51:7.

He giveth snow like wool;  
He scattereth the hoar frost like ashes.  
He casteth forth his ice like morsels:  
Who can stand before his cold?—Ps. 147: 16, 17.

## NEW YEAR

So teach us to number our days,  
That we may apply our hearts unto wisdom.—Ps. 90:12.

## EASTER

But now is Christ risen from the dead,  
And become the firstfruits of them that slept.—1 Cor.  
15:20.

He is not here; for he is risen, as he said.  
Come, see the place where the Lord lay.  
And go quickly, and tell his disciples  
That he is risen from the dead.—Matt. 28:6, 7.



CHILDREN'S DAY

Jesus . . . said, . . . Suffer the little children  
to come unto me, and forbid them not: for of  
such is the kingdom of God.—Mark 10:14.

THANKSGIVING

The Lord is good to all:  
And his tender mercies are over all his works.  
All thy works shall praise thee, O Lord.—Ps. 145. 9, 10.

O praise the Lord, all ye nations:  
Praise him, all ye people.—Ps. 117:1.

O give thanks unto the Lord; for he is good:  
For his mercy endureth for ever.—Ps. 136:1.

CHRISTMAS

For unto you is born this day in the city of David a  
Saviour, which is Christ the Lord.—Luke 2:11.

For unto us a child is born, unto us a son is given:  
And the government shall be upon his shoulder:  
And his name shall be called Wonderful, Counsellor,  
The Mighty God, The Everlasting Father, The Prince  
of Peace.—Isa. 9:6.

## APPENDIX

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### JUNIOR SUPPLEMENTAL LESSONS ARRANGED IN ORDER FOR TEACHING

Note.—In all work with the Juniors the Bible should be used constantly by the pupils. No attempt should be made to enter more fully into details than is suggested in the following outline. In the next department the teaching is expected to include Bible history, and there fuller details would be given.

Throughout the last three of the four years' course there should be simple lessons in the geography of Bible lands, through the use of sand-map and outline map-drawing.

#### FIRST YEAR

##### Pupils Nine Years Old

Review Primary work, scattering it through the year as seems best. In reviewing the six Giving verses, add 2 Corinthians 8:12 after Matthew 25:40, and complete the verse 2 Corinthians 9:7.

##### *Fall Quarter.*

Bible Work: God's Word. 2 Timothy 3:16, 17.

The Bible: A Book of books—66 books.

The General Divisions: Old Testament, 39 books in 5 groups. New Testament, 27 books in 5 groups.

Groups of Books in Old Testament: 5 books of Early History and Law, or the Pentateuch; 12 books of Later History; 5 books of Poetry; 5 books of the Major Prophets; 12 books of the Minor Prophets.

Groups of Books in New Testament: 4 books of Biography—the Gospels; 1 book of History; 14 Special Letters; 7 General Letters; 1 book of Prophecy.

### *Winter Quarter.*

Names of Books in Groups—Old Testament.

Books of Early History and Law: Genesis, Exodus, Leviticus, Numbers, Deuteronomy.

Books of Later History: Joshua, Judges, Ruth, 1 Samuel, 2 Samuel, 1 Kings, 2 Kings, 1 Chronicles, 2 Chronicles, Ezra, Nehemiah, Esther.

Books of Poetry: Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon, Lamentations.

Books of the Major Prophets: Isaiah, Jeremiah, Ezekiel, Daniel.

Books of the Minor Prophets: Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi.

### *Spring Quarter.*

Names of Books in Groups—New Testament.

Books of Biography: Matthew, Mark, Luke, John.

Book of History: Acts.

Special Letters: Romans, 1 Corinthians, 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 Thessalonians, 2 Thessalonians, 1 Timothy, 2 Timothy, Titus, Philemon, Hebrews.

General Letters: James, 1 Peter, 2 Peter, 1 John, 2 John, 3 John, Jude.

Book of Prophecy: Revelation.

## SECOND YEAR

Pupils Ten Years Old.

### *Fall Quarter.*

Review of Groups of Bible and drill on finding books.

## OLD TESTAMENT, BOOKS OF EARLY HISTORY AND LAW

## Contents of the Books of the Bible.

Note.—In telling these stories, do not elaborate any further than is indicated in the outline. The purpose is not to give a full biography of any character, but to give the main events in the life and associate these so perfectly with the name that the two cannot be separated. The pupil, after hearing the story, should give back the outline and memorize that and the name of the Character to whom it relates.

*Book Genesis:* Beginnings of History.

Stories: Creation—The Flood.

Characters: Abram. Gen. 12:1—15:6. His call—his going to Canaan—his giving choice to Lot—God's covenant with him—his name changed to Abraham—birth of Isaac.

Joseph: Gen. 37, 39—50. His dreams—his coat of many colors—sold into Egypt—interprets Pharaoh's dream—made a great ruler—kindness to his family.

*Book Exodus:* The Going Out.

Character: Moses. Exod. 2—15. His birth—adoption by princess—education in palace—choosing his own people—call to deliver them—leading his people out of Egypt.

Story: Giving of the Law.

*Book Leviticus:* Laws for the People.

*Book Numbers:* Numbering the People.

*Book Deuteronomy:* The Laws Emphasized.

## BOOKS OF LATER HISTORY

*Book Joshua:* The Conquest of the Land.

Character: Joshua. Numbers 27:15-23. Joshua 1—6, 24. Chosen to succeed Moses—leads the people into Canaan—takes Jericho—his last words to his people.

*Book Judges:* The People Ruled by Judges.

Character: Gideon. Judges 6, 7. Called to deliver his people—signs asked and given—army reduced to three hundred—victory over Midianites.

*Book Ruth:* A Story of Faithfulness.

### *Winter Quarter.*

*Books:* 1 Book of Samuel, 2 Book of Samuel—The Beginning of the Kingdom.

Characters: Samuel. 1 Sam. 1—3, 12. His birth—dedication to God—childhood in the Tabernacle—an upright judge.

David. 1 Sam. 16—18, 24; 2 Sam. 5. Anointed—slays Goliath—hated and pursued by Saul—spares Saul's life—made king.

*Books:* 1 Book of Kings, 2 Book of Kings, 1 Book of Chronicles, 2 Book of Chronicles—History of the Kingdom and the Captivity.

Character: Elijah. 1 Kings 17—19; 2 Kings 2. Foretells famine—miraculously fed—conquers priests of Baal—calls Elisha—taken to heaven.

*Book Ezra:* Return from the Captivity.

*Book Nehemiah:* Rebuilding the Walls.

Character: Nehemiah. Nehemiah 1—13. Cupbearer—hears of the ruins of Jerusalem—goes to rebuild the walls—dedicates the walls—has the Law read to all the people—rules the people wisely.

*Book Esther:* A Brave Queen.

Character: Esther. Esther 1—10. Chosen queen—intercedes for her people—overthrows the plot of Haman.

### BOOKS OF POETRY

*Books:* Job: A Patient Man. Book Psalms: The Hymn Book of the Bible. Book Proverbs: Wise Say-

ings. Book Ecclesiastes: Words of the Preacher.  
 Book Song of Solomon: A Song about the Church.  
 Book Lamentations: Mourning over the Destruction of Jerusalem.

### *Spring Quarter.*

#### BOOKS OF THE MAJOR PROPHETS

*Books:* Isaiah: Tells of the Coming of Christ the Messiah. Book Jeremiah: Warns Against Sin. Book Ezekiel: Gives Hope for the Restoration of the People. Book Daniel: A Man of Courage.

*Character:* Daniel. Daniel 1, 5, 6. Taken captive—his abstinence—reads handwriting on the wall—cast in lions' den.

#### BOOKS OF THE MINOR PROPHETS

Written to warn the people against sin.

Temperance Teaching: Responsibility for oneself, Prov. 23:29-32. 1 Cor. 3:16, 17. Responsibility for one's neighbor, Hab. 2:15 (first clause). Matt. 22:39. Responsibility for one's country, Hab. 2:12. Prov. 14:34. Prov. 16:8.

#### THIRD YEAR

Pupils Eleven Years Old.

### *Fall Quarter.*

Review contents of Exodus. Story of the Giving of the Law and Life of Moses. Drill on the Great Commandments. Matt. 22:37-39.

Teach the Ten Commandments, Exod. 20:1-17, and have them memorized.

Hymn. "All Hail the Power of Jesus' Name."

*Winter Quarter.*

## NEW TESTAMENT, BOOKS OF BIOGRAPHY

*The Gospels:* Matthew, Mark, Luke, and John—Tell of the Life of Jesus.

Character: John the Baptist. Luke 1. John 1:15-34. Matt. 3; 14: 1-12. His miraculous birth—his ministry—his imprisonment—his death.

Outline of Life of Christ given by Stories from the Gospels: Annunciation to Mary—birth of Jesus—presentation in Temple—visit of the Wise Men—taken to Egypt—return to Nazareth—visit to Jerusalem—eighteen years in Nazareth—baptism—temptation—rejection at Nazareth—healing sick in Capernaum—twelve disciples chosen—Sermon on the Mount—raising Jairus' daughter—feeding the five thousand—stilling the storm—transfiguration—parables of Good Samaritan and Prodigal Son—raising of Lazarus—blessing the little children—Jesus anointed at Bethany—triumphal entry—last supper—arrest—trial—crucifixion—resurrection—ascension.

Names of Apostles memorized: Matt. 10:2-4. Rev. 21:14.

Note.—In churches using the Apostles' Creed, it should be explained and memorized here.

*Spring Quarter.*

## BOOK OF HISTORY

*Acts:* Tells of the Work of the Apostles.

Characters: Peter. Matt. 4:18-20; 26:69-75. Luke 24:34. Acts 2, 3, 9:32-43; 12. Called—denies Christ—repents—sees Jesus—preaches on the day of Pentecost—heals the lame man—raises Dorcas—visits Cornelius—delivered from prison.

John: John 1:35-40; 19:26, 27. Acts 5:17-42. Rev. 22. Follows Jesus—given the care of the mother of Jesus—imprisoned and delivered—has a vision of the heavenly city.

Stephen: Acts 6, 7. Made a helper in the church—teaches and is stoned—sees Jesus—prays for his enemies.

Philip: Acts 6, 8, 21:8-10. Chosen to be a helper—driven out of Jerusalem—preaches in Samaria—teaches the Ethiopian—entertains Paul in Cæsarea—helped in his work by his four daughters.

Paul: Acts 8, 9, 11, 21, 27, 28. Persecutes Christians—converted—teaches at Antioch—sent out as a missionary—arrested—taken to Rome—shipwrecked—a prisoner in Rome.

#### SPECIAL LETTERS AND GENERAL LETTERS

Sent to Christians and churches to help and encourage them.

Sketch of the life of one of the Apostles written by each pupil.

#### BOOK OF PROPHECY

*Revelation*: Tells of the Heavenly Home.

Drill in finding references.

#### FOURTH YEAR

Pupils Twelve Years Old.

*Fall Quarter.*

Review of Life of Christ Grouped into Periods.

Have a notebook made by each pupil of the Life of Christ, using the outline taught in the third year, and dividing it, for convenience, into five periods: 1. From the annunciation to Mary to the return to Nazareth. Have map with journeys of period traced upon it. Suitable pictures for events given. 2. From baptism to Ser-



mon on the Mount. Names of Apostles written and pictures inserted. 3. From raising of Jairus' daughter to the transfiguration. Map of Galilee showing Mount Hermon. 4. From the parable of the Good Samaritan to the anointing by Mary at Bethany. Mark 10: 14 and Luke 10: 30-35 written. 5. From the triumphal entry to the Ascension. Map of Jerusalem and vicinity with journeys traced. The Seven Words from the Cross memorized and written. The eleven appearances of Christ after his resurrection written in order as they occurred, and memorized.

### *Winter Quarter.*

#### What the Bible Says about Sin and Salvation.

Note.—This is intended as a preparation for Decision Day, or for leading classes or individuals to decide to give their lives to Christ. The outline needs five or six weeks for its proper development, but should not be used at all unless it is intended to give each pupil an opportunity to make the decision. The term Decision Day is used for convenience simply and not to prescribe a plan or method.

Before Decision Day: What is sin? 1 John 3:4. Jas. 4:17. Who have sinned? Rom. 3:10-23. The consequences of sin. Gal. 6:7. Prov. 5:22. Prov. 28:13. Isa. 59:2. The remedy for sin. 1 John 1:9. John 3:16.

Decision Day: Matt. 7:24-27. 1 John 1:9. John 3:16.

After Decision Day: How the new life shows itself. John 15:10, 14. The new life strengthened. John 14:16, 17, 26.

Hymn: "My Faith Looks Up to Thee."

### *Spring Quarter.*

Rules of the Kingdom; or, The Beatitudes, Matt. 5: 1-11, explained and memorized.

Telling Others about the Kingdom.

Our Commission: Review Mark 16:15. Teach 1 Chronicles 16: 24.

Our Promise: Hab. 2:14.

Hymn: "From Greenland's Icy Mountains."

Review all previous work and prepare pupils for promotion to next department.

#### SUGGESTIONS FOR SUMMER QUARTERS

##### *First Year.*

Locate all the verses that have been learned, having the reference associated with each. The Traveler's Psalm, 121, explained and committed to memory. The hymn, "O Day of Rest and Gladness," memorized, and "I Think When I Read That Sweet Story of Old" reviewed.

A scrap-book made by each pupil in which the Psalm and the two hymns are written and illustrated with suitable pictures, would be interesting.

##### *Second Year.*

Review contents of all Old Testament books and memorize Numbers 6:24-26; Deuteronomy 6:4, 5 and 33:27 (to word "arms"); Joshua 1: 9; Psalm 8; Isaiah 9: 6, 7; Malachi 3:10, 16, 17. The map of Palestine drawn in outline, the seas and river named, and the principal places touched in the year's study located. Tell the story of Jacob's vision and have "Nearer, My God, to Thee" learned. Could be written in scrap-book and illustrated.

##### *Third Year.*

Select three heroes of the Cross who have carried on the work begun by the Apostles and tell the stories of their lives briefly, but vividly. Have "Faith of Our Fathers" (first and third verses) memorized. A scrap-book called "Heroes of the Cross" might be made and

in it the journeys of the Apostles and of the later missionaries traced on maps bought or made for the purpose, and a brief outline of the life written opposite. "Watchman, Tell Us of the Night" memorized.

*Fourth Year.*

Take the hymn, "From Greenland's Icy Mountains," and tell of the missionary work being done by your church in each one of the countries mentioned in the hymn. Pictures of missionaries and buildings could be mounted on cards as the lessons are taught. Review the life of Moses briefly and have the Exodus map made. Give brief outline of the forty years' wanderings, telling what happened at Rephidim, Sinai, Kadesh-barnea, Mount Hor, Mount Nebo, and the fords of the Jordan. Trace journey on map. Start scrap-book with map and outline of journey on opposite page. Have "Guide Me, O Thou Great Jehovah" learned. Could be written in scrap-book and illustrated with incidents of the Exodus story which explains its references.

CHOICE FOR EXTRA MEMORIZATION (See also  
Summer Quarters.)

Scripture: Psalms 1, 19, 24, 90. Matt. 6:25-34. John 14:1-4. 1 Cor. 13 and 15:51-58.

Hymns: "Holy, Holy, Holy, Lord God Almighty." "Love Divine, All Love Excelling." "Onward, Christian Soldiers." "Jesus, Saviour, Pilot Me." "The Spacious Firmament on High." "In Heavenly Love Abiding."





**This book is under no circumstances to be  
taken from the Building**

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